

**IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEE  
PERFORMANCE IN A SMALL MEDIUM SIZED ENTERPRISE IN  
NIGERIA**

**(A CASE STUDY OF MIGLIORE CONSTRUCTION & TECNICHE  
LIMITED)**

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for the degree of

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Griffith College Dublin

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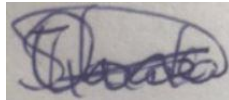
## Candidate Declaration

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I certify that the dissertation entitled: IMPACT OF TRAINING & DEVELOPMENT ON EMPLOYEE PERFORMANCE IN A SMALL MEDIUM SIZED ENTERPRISE IN NIGERIA

submitted for the degree of: **MSc in International Business** is the result of the my own work and that where reference is made to the work of others, due acknowledgment is given.

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Supervisor Name: MARK CAMPBELL

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## **Dedication**

This research work is dedicated to Almighty Allah the most Gracious, the most Merciful who saw me through this journey. I also dedicate this project to my parents, Alhaji & Alhaja N.O Quadri and my siblings Nosirat Temitope Abdul, Risqat Abiodun Dosunmu and Quadri Abdu’Lateef for their love and support.

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My appreciation goes to everyone that supported me in my dissertation especially my supervisor Mark Campbell who has been of help and guided me through every necessary step to complete my dissertation.

I would also like to thank Griffith College lecturers for giving me this opportunity to gain more experience in real life situation throughout my study. Big thanks to Josh Moran for guiding and helping me out in my quantitative analysis.

My gratitude goes to my grandmother Alhaja L.A Quadri, my wonderful and lovely parent Alhaji and Alhaja N.O Quadri who had supported me financially, materially and with prayers through the success of this programme. What would I say than for Almighty Allah to reward you abundantly. I also appreciate the efforts of my siblings- Nosirat, Risqat, bro Samie, and Abdu'Lateef Quadri for their love and moral support. Thank you so much. You guys are the best. I love you.

I will not forget to thank my friends, Blessing, Taiwo, Usman, and Ayo. Wishing them the very best as they enter a new life. Thank you.

## **Abstract**

### **IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEE PERFORMANCE IN A SMALL MEDIUM SIZED ENTERPRISE IN NIGERIA (A CASE STUDY OF MIGLIORE CONSTRUCTION & TECNICHE LIMITED)**

*QUADRI SHAKIRAT ADEFOWORA*

The purpose of this research is to investigate the impact of training and development on employee performance in a small medium enterprise in Nigeria. The research objective is to find out how training needs are analysed, whether the organisation has a structured training and development, what methods are used to carry out training for the employees and the impact of training on employees. This was done by comparing both the employees and top-level management views and opinions on their performance.

A mixed methods approach which constitutes quantitative and qualitative data analysis. The quantitative questions consist of 28 multiple choice and 7 open-ended questions which was completed through a survey while qualitative constitutes 15 open ended questions.

Results and findings of quantitative research was analysed through descriptive statistics in SPSS while using Pearson's correlation to determine the association between the 3 variables divided into each category. The qualitative research was generated through themes and content from the interactions of top-level managers and open-ended questions from the participants. It was found in the data analysis that there was positive correlation between the variables such as training and development, training needs analysis and methods of training employees. Also, from the discussions between the interviewer and the participants, it was discovered that the opinions, views of the employees and managers have strong relationship in the organisation. It was also found that it helps to increase their productivity, career development, confidence level which provides a positive effect in the organisation.

The study concluded that continuous training should be done in the organisation to develop more in their performance, it was also suggested that the content of delivery in terms of the training delivery should be straight forward with no theoretical approach in the construction sector. For any enterprise, be it large organisations, small-medium enterprise, the purpose of training and development should be well structured to accomplish its organisational goals.

## Table of Contents

|   |           |
|---|-----------|
| CANDIDATE DECLARATION .....   | II        |
| DEDICATION .....  | III       |
| ACKNOWLEDGEMENTS .....  | IV        |
| ABSTRACT .....  | V         |
| LIST OF FIGURES .....   | VIII      |
| <b>1 INTRODUCTION.....</b>  | <b>1</b>  |
| 1.1 OVERVIEW.....   | 1         |
| 1.2 RESEARCH QUESTIONS.....   | 2         |
| 1.3 RESEARCH PURPOSE.....   | 3         |
| 1.4 SIGNIFICANCE OF THE STUDY.....                                      | 3         |
| 1.4.1 Business Discipline and Academic That Relate to the Research..... | 4         |
| 1.5 RESEARCH OBJECTIVE.....   | 4         |
| 1.5.1 Link Between Research Questions & Research Objectives.....        | 5         |
| 1.5.2 Background & Issue Underlying the Research.....                   | 6         |
| 1.5.3 Justification of the Research.....                                | 6         |
| 1.6 STRUCTURE OF THE STUDY.....   | 6         |
| 1.7 CONCLUSION.....   | 7         |
| <b>2 LITERATURE REVIEW.....</b>   | <b>8</b>  |
| 2.1 OVERVIEW.....   | 8         |
| 2.2 TRAINING.....   | 8         |
| 2.3 DEVELOPMENT.....  | 9         |
| 2.4 EMPLOYEE PERFORMANCE.....   | 10        |
| 2.5 SMALL MEDIUM ENTERPRISE.....  | 11        |
| 2.5.1 Small Medium Enterprise in Nigeria.....                           | 11        |
| 2.5.2 Constructor Sector in Small Medium Enterprise.....                | 14        |
| 2.6 BACKGROUND OF MIGLIORE CONSTRUCTION & TECNICHE LIMITED.....         | 15        |
| 2.7 PURPOSE OF TRAINING & DEVELOPMENT.....                              | 16        |
| 2.8 TRAINING NEEDS ASSESSMENT.....                                      | 16        |
| 2.9 THE ROLE OF PROCESS IN TRAINING & DEVELOPMENT.....                  | 18        |
| 2.10 METHODS OF TRAINING PROVIDED TO THE EMPLOYEES.....                 | 20        |
| 2.11 IMPACT OF TRAINING & DEVELOPMENT.....                              | 22        |
| 2.12 THEORIES INVOLVED IN TRAINING & DEVELOPMENT CONCEPT.....           | 23        |
| 2.13 CONCEPTUAL FRAMEWORK.....  | 25        |
| 2.14 CONCLUSION.....  | 25        |
| <b>3. METHODOLOGY AND RESEARCH DESIGN.....</b>                          | <b>27</b> |
| 3.1 OVERVIEW.....   | 27        |
| 3.2 RESEARCH PHILOSOPHY AND APPROACH.....                               | 27        |
| 3.3 RESEARCH STRATEGY.....  | 28        |
| 3.4 COLLECTION PRIMARY DATA.....  | 28        |

|                        |  |           |
|------------------------|--|-----------|
| 3.4.1                  | <i>Sources</i> .....   | 29        |
| 3.4.2                  | <i>Access and Ethical Issues</i> .....   | 30        |
| 3.5                    | APPROACH TO DATA ANALYSIS .....  | 30        |
| 3.6                    | POTENTIAL RESULT OF THE RESULT.....  | 31        |
| 3.7                    | CONCLUSION .....   | 32        |
| <b>4.</b>              | <b>PRESENTATION AND DISCUSSION OF THE FINDINGS.....</b>  | <b>33</b> |
| 4.1                    | OVERVIEW.....  | 33        |
| 4.2                    | FINDINGS .....   | 33        |
| 4.3                    | DESCRIPTIVE STATISTICS IN SPSS.....  | 37        |
| 4.4                    | QUALITATIVE/DATA ANALYSIS-EMPLOYEES .....  | 39        |
| 4.5                    | QUALITATIVE/DATA ANALYSIS-INTERVIEWS.....  | 41        |
| 4.6                    | DISCUSSION OF FINDINGS.....  | 48        |
| 4.7                    | CONCLUSION.....  | 52        |
| <b>5</b>               | <b>CONCLUDING THOUGHTS ON THE CONTRIBUTION OF THIS RESEARCH, ITS LIMITATIONS AND SUGGESTIONS FOR FURTHER RESEARCH.....</b> | <b>53</b> |
| 5.1                    | OVERVIEW.....  | 53        |
| 5.2                    | IMPLICATIONS OF FINDINGS FOR THE RESEARCH QUESTIONS .....  | 53        |
| 5.3                    | CONTRIBUTIONS AND LIMITATIONS OF THE RESEARCH.....   | 53        |
| 5.4                    | RECOMMENDATIONS FOR PRACTICE.....  | 54        |
| 5.5                    | RECOMMENDATION FOR FUTURE RESEARCH.....  | 56        |
| 5.6                    | FINAL CONCLUSION AND REFLECTION.....   | 56        |
| <b>REFERENCES.....</b> |  | <b>59</b> |
| REFERENCES.....        |  | 59        |
|                        | <i>Appendix A -Employees Consent &amp; Survey questions.....</i>   | <i>A</i>  |
|                        | <i>Appendix B -In-depth Interview Questions.....</i>   | <i>H</i>  |
|                        | <i>Appendix C -How long have you been working?.....</i>  | <i>J</i>  |
|                        | <i>Appendix D- Educational Level.....</i>  | <i>J</i>  |
|                        | <i>Appendix E -Department.....</i>   | <i>J</i>  |
|                        | <i>Appendix F -Intentions.....</i>   | <i>K</i>  |
|                        | <i>Appendix G -Sample of a participant response.....</i>   | <i>L</i>  |
|                        | <i>Appendix H -Sample of the Quantitative data done on SPSS.....</i>   | <i>M</i>  |

## List of Figures

|   |    |
|---|----|
| Figure 1- Link showing the correlation between research questions and objectives.....   | 5  |
| Figure 2- Training and development.....   | 10 |
| Figure 3- Training, Development and Performance.....                                    | 11 |
| Figure 4- Small Medium Enterprise sectors in Nigeria.....                               | 12 |
| Figure 5- Unfavourable government policies for enterprise.....                          | 13 |
| Figure 6- Training and Development process.....   | 18 |
| Figure 7- How training and development impact employee performance.....                 | 22 |
| Figure 8- Linking Training and Development to Small Medium Enterprise.....              | 25 |
| Figure 9- Bar chart showing the gender categories of respondents.....                   | 33 |
| Figure 10- Bar chart showing the age range of the respondents.....                      | 34 |
| Figure 11- Bar chart showing period respondents have been working with the company..... | 35 |
| Figure 12- Bar chart showing educational level of the respondents.....                  | 35 |
| Figure 13- Pie chart showing the various department in the company.....                 | 36 |
| Figure 14- Bar chart showing the reasons respondents are working with the company.....  | 36 |
| Figure 15- Bar chart showing whether the respondents have been trained before.....      | 37 |
| Figure 16: Positive Impact between research objectives, questionnaire, and result.....  | 51 |



## **List of Tables**

|  |    |
|--|----|
| Table 1- Table showing example of questionnaire under each research questions..... | 30 |
| Table 2- Frequency and percentage of the gender.....                               | 33 |
| Table 3- Frequency and percentage of the age range of the respondents.....         | 34 |
| Table 4- Descriptive Statistics.....   | 38 |
| Table 5- Correlation between TandDtotal, TNAtotal and MTEtotal.....                | 39 |

## **List of Abbreviation**

SME- Small and Medium Enterprise

MSME- Micro, Small, Medium Enterprise

SMEDAN- Small Medium Enterprise Development Agency of Nigeria

# **1 INTRODUCTION**

## **1.1 Overview**

Learning and Development, according to CIPD (2015) are integrated with the functions of Human Resource which is associated with the organizational needs and how it achieves its objectives. Learning capacity lies in sustainable competitive role Ulrich (1997) as written in (Boxall, Purcell & Wright 2007). Learning is when an individual become knowledgeable about the new method, information, and improve on his/her skills. In organizations where there are various departments like Sales, Human Resource, Administrative, Finance etc, each of those department has underlying operational activities which require training to be done in that organization. Without a competent workforce, the organisation cannot accomplish its goals. Likewise, the manager will not be successful if he does not have qualified employees to implement the operational activities going on the firm. Kitching (2008) stated that the small and medium-sized enterprise (SME) sector have less training departments and financial plan. Constant training, learning, development, and competence of its workforce should be implemented in an organization to improve employee's skills, capacities, and dynamic capabilities. From the researcher's discovery of Small Medium Enterprise generally, she found out that most SME's in most countries like Ireland, South Africa, Nigeria etc contributes a crucial role in economic development like generation of income most especially employment rate in their countries. In China, Small Medium Enterprises recruit above 50% of the workforce, in the United States, SMEs account for over 50% of Gross Domestic Product (Ehinomen & Adeleke, 2012). In Nigeria, SMEs hire over 60% of the labour force both in formal and informal sectors (Imeokparia & Edigboya 2014). Small and medium scale enterprises in most countries face difficulties in training their employees due to finance. They feel if the training should come up, the company could lead to dissolution or mismanagement of funds. Although, providing training can be a bit expensive which will affect the company's finances but irrespectively, employee's high competence skills play a crucial role in the firm.

SME is an integral part of the Nigeria economy which should help to eradicate hunger, unemployment, access to business development services, poverty and increases job creation in the country. Oyelaran-Oyeyinka (2020) stated that Nigeria has traditionally displayed a lack of commitment to developing a strong SME sector. It also indicated that International Finance Corporation confirmed that 96% of the business in Nigeria are SMEs

which contributes to 1% of GDP. Most entrepreneurial or business owners tend to promote their products and services without any support from government to source there living. Although, there have been some underlying conversations from some small business on government efforts in Nigeria to promote SMEs. Hence, the improvement of developing SMEs should be taken critically in Nigeria.

Learning and development in SME sectors in Nigeria will boost the country's potential. Ongori (2011) affirmed that training and development are essential in an organization specifically in the SME's to advance in today's growth in their markets. Therefore, the training and development of human resources is a vital activity in an organization because it helps to enhance high productivity and effective performance of an individual (Mozael 2015). Training is more important in achieving the objectives of the organisation in the employer's interest. To the knowledge of the researcher, training first takes place in the home, then through education and workplace. Workplace learning and development observe that the skills development and individual's experience begin outside the workplace and this improvement is done through education and how individuals engage in the environment (Gunnigle *et al.*, 2017). It is favourable for the employees as it improves their understanding of the tasks and talents assigned to them (Frazis & Speltzer 2005). Therefore, the research seeks to examine the impact of training and development on employee performance in a small medium-sized enterprise in Nigeria.

## **1.2 Research Questions**

The study tries to provide answers to the following questions. The research questions that will address the topic for the employees to respond are.

1. How are the training needs analysed in the enterprise?
2. Does the organization have a well-structured training and development process for the employees?
3. What method of training is used in the enterprise for employees?
4. What is the impact of training and development on employee performance in the company?

### **1.3 Research Purpose**

The primary purpose of this study is to examine the impact of training and development on employee performance in a small-medium sized enterprise in Nigeria. The researcher intends to examine the existing training and development processes in a specific SME organisation to evaluate their impact on employee performance and to make recommendations on future improvement.

### **1.4 Significance of the Study**

For this research, the researcher hopes to have a clear insight into how training and development will affect the employee's achievement in the small and medium scale enterprise in Nigeria. Small and Medium Enterprises Development Agency of Nigeria (SMEDAN) as to how it is known was established in 2003 to promote Micro, Small and Medium Enterprise (MSME) sectors in a well-organized manner. The aim is to minimize the level of poverty and create job to ensure economic transformation in Nigeria. In Nigeria, the researcher indicated before that SMEs hire over 60% of the labour force both in formal and informal sectors (Imeokparia & Edigboya 2014). In MSME National Survey 2017 report conducted by National Bureau of Statistics which was declared in 2019, the highest sector was the education sector which contributes to about 27% in small enterprises while the manufacturing sector amount to 43% of the medium enterprise. However, small-medium enterprise generally faces difficulty in getting finance in their countries which was also outlined by the Institute of Development Administration of Nigeria (IDAN) in 2007. This institute helps to train and improve developmental challenges, activities, and projects to ensure active development in Nigeria. Although, there had been monetary policy and suggestions from the government on how to support the MSME's to achieve sustainable growth, even banks render loans to MSME but with a very high rate of interest and collaterals but this result in difficulty of MSME lending money from the banks.

Another area of restraint for the small-medium enterprise is excessive tax regulated by the government in the country. Higher tax given to the SME's would generally make the organisation not to have higher profitability in their businesses because it is not only taxes SME's would have to deal with, but other financial payments involved in the company itself. The researcher believes that if taxes are reduced in the country, SME's will be able to contribute more to the economy.

#### **1.4.1 Business Discipline and Academic That Relate to the Research**

The academic area that relates to this research is Human Resource Management. The discipline is concerned with managing individuals, resources in the organization. Human resource Management encompasses of Human Resource Development. It is a significant activity in today's organisations and lifelong learning and training are pivotal for individuals. Modern Human Resource Management might focus on the attention of constant training and development to contribute to organisational strategy (Winterton 2000). Training and Development in SME would be viewed as a tool for businesses and economic growth. The success of human resource development is appreciated to a level it is associated with corporate strategy (Torrington et al. 2005). I strongly believe that the learning earned from this study will help me understand the position of training and growth of SME in Nigeria and prepare me in planning any training start-up in Nigeria.

#### **1.5 Research Objective**

The research study is "The Impact of Training and Development on Employee Performance in a Small medium-sized enterprise" using a case study. This section of the research will outline the background and issues related to the research topic, the objectives, and justification of the study. Hence, the researcher aims to achieve the following objective:

##### **Research objective 1**

To find out how training needs are examined in a small-medium enterprise. It is recognized in the literature review that the needs can be analysed through individual analysis, job analysis and organizational analysis.

##### **Research objective 2**

To determine if the enterprise has a coherent training and development plan for the employees.

This is an essential question to respond to as it will enable one to know whether small-medium enterprise in Nigeria has a training and development process for their employees as it is indicated in the literature review about the process of training and development.

### Research objective 3

To establish the different methods of training and development on employees in that enterprise. The techniques used in training the employees are shown in the review whether on the job training or off the job training whereby different styles are used for the training.

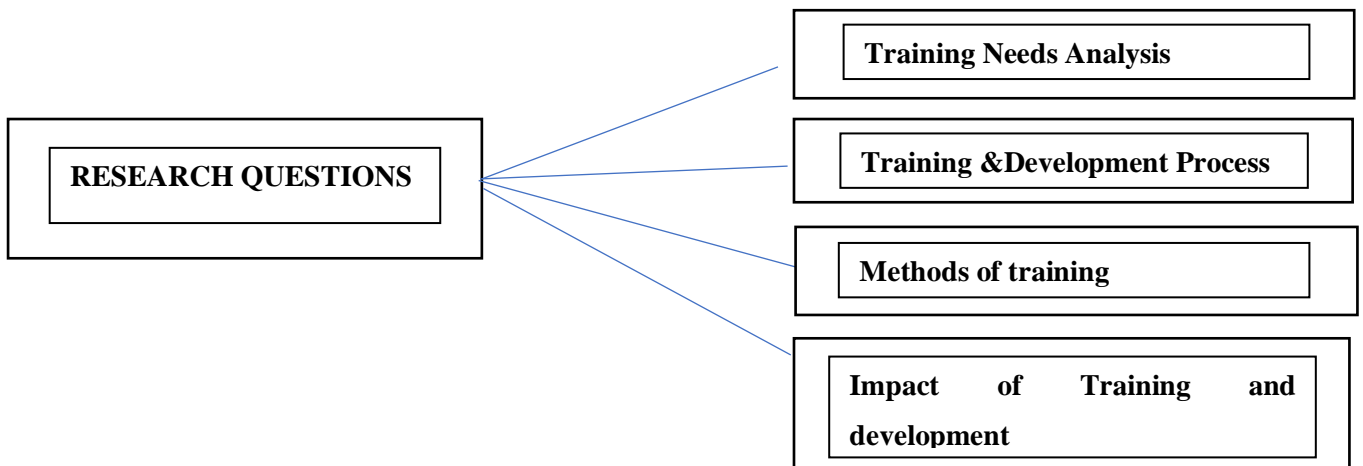
### Research objective 4

To examine the impact of training and development on employee's performance in a small-medium enterprise in Nigeria. The question will help to determine whether the training and development influence employee performance in such enterprise.

Although the researcher has an insight of how training and development can affect employee performance in general, to achieve the part of the small-medium enterprise in Nigeria regarding the researcher's topic, the research hypotheses will improve to decide whether the training and development have a causal effect in the SME on employees.

To evaluate the research objectives, the review of the literature will be addressed in the next chapter by presenting existing literature to the research topic.

#### 1.5.1 Link Between Research Questions and Research Objectives



**Figure 1: Link showing the correlation between Research Questions and Objectives**

This section is associated with research questions that are divided into four parts. Each part will include various questions through questionnaires to the employees and interviews for the managers. The researcher hopes to understand more regarding training and development in small-medium sized enterprise. Further explanations will be presented in

Chapter 4 showing the link between the interview questions, questionnaires, and research questions.

### **1.5.2 Background and Issue Underlying the Research**

The reason for researching the topic was based on the researcher's experience where she worked as an intern in a small-medium organization. Firstly, since the organization was built years ago, the employees in that organisation were not highly skilled, they did not have competent hands to make the organization a successful one and most importantly, training was not done in the organisation. Also, based on the location of the company, transportation was a challenge whereby the means of moving their goods from one city to another state caused a severe problem for the company. Moreover, loss of financial constraint happened throughout the researcher's stay during the work. Furthermore, the organization was not opened to the change in modern technology, which led to the total downfall of the organization.

### **1.5.3 Justification of the Research**

In Nigeria, employees in a small-medium enterprise are not competent enough to achieve organizational growth. Jones *et al.* (2013) evaluated its research on the impact of training methods on SME business performance and concluded that the training has a significant impact for the SME sector but failed to emphasize the effect of training and development on employee performance. Also, Georgiadis and Pitelis (2016) evaluate on how performance has an impact on employees and managers training in small and medium-sized enterprises in the UK Service sector and concluded that it provides training support policies to small-medium enterprise that is focused on the size of the firm.

## **1.6 Structure of the Study**

The framework of the study is divided into five important sections that will make up an entire dissertation project. The first segment explains the introduction and overview of the study, aims and objectives of the study, background and issues triggering the research. The second section provides an in-depth background on the literature review with previous peer-reviewed articles, academic journals and books relating to training and development, small medium enterprise in Nigeria, construction sector in Nigeria, employee performance, the importance of training and development on employee performance.

The third section addresses the methodology used in this study. It describes the research paradigm and approach taken by the researcher. The tool for this research will be qualitative research, access and ethical issues of the study where taken into consideration during the research. Also, the techniques that will be used is descriptive statistics in terms of mean, standard deviation, and correlation whereby the potential result of this study will be discussed. The fourth segment would provide in-depth analysis and discussion of findings of the study, this will assess the data collected through the questionnaire from the survey and qualitative data from the interviews conducted for the managers of that enterprise using contents and themes. The fifth section will constitute the thoughts of the contribution of the exploration, limitations, and further recommendations for future study.

## **1.7 Conclusion**

This chapter has provided brief insight on the learning and development generally, small-medium enterprise in Nigeria giving a few reasons why it is important in organisations. The chapter introduced the purpose of research, objectives of research, how the researcher wants to achieve its goals, structure in terms of what each section of the project entails, the issues and challenges facing SMEs which is part of the economic growth in Nigeria. In chapter 2, a detailed overview is provided in terms of the definition of training and development from past researchers, contribution of the construction sector in SME, employee performance using various articles, journals and the conceptual framework will be applied to the literature review.



## **2 LITERATURE REVIEW**

### **2.1 Overview**

The review of literature would have a further in-depth on the general introduction of fundamental terminology of what training and development entails in an organisation with its impact on employee performance, small-medium enterprise, a case study of a construction sector in a small-medium enterprise, contextual literature of the research, importance of training and development. This literature will involve the objectives of the research relating to training needs assessment, process of training and development, methods of delivering the training to the employees in an organisation, theories associated with training itself and the impact of training and development. bringing us to the conceptual framework of the research. Some abstracts from academic researchers in previous studies on training and development on employee performance would be reviewed thereby concluding it with the conceptual framework of the study. This is done to gain an understanding of the research works of literature, identifying the gap and concluding how the research will be used in the future.

#### **Introduction of fundamental Terminology**

### **2.2 Training**

Different researchers have conducted their research on training and development in SMEs based on the geographical region of the world. Some of these are Australia (Webster et al, 2005), United Kingdom (Clarke et al, 1999), China (Cunningham & Rowley 2008), Japan (Gamage and Sadoi 2008), as cited in (Ediriweera 2010) Sri Lanka. Training might be a form of teaching industrial technology staff on the latest improved technology or a salesperson on how to improve on selling the company's product. Training is a skill given to employees to perform their tasks. Chris (2011) outlined that employee training is important for the organization to improve their performance but the aims, vision and mission should be based on the organisation. Training and development according to Taylor (1996), is the systematic process that deals with gaining of knowledge and skills which results to develop organisational performance. Armstrong (2009) stated both as the process of applying formal processes to impact knowledge and help people attain the skills they need and enable them to perform their duties successfully whereas Dessler (2005) defines both as a method of teaching new and existing employees to carry out their jobs.

Further said training plays an essential role in performance management process. This means that the process of training which the employees is about to embark on must be in line with the organisational effectiveness. Training and development are important for employees in all organizations for better performance and productivity.

### **2.3 Development**

Development is the process of growing his or her potentials. Development is the process of ensuring an individual's ability, whereby possibilities are expanded and understood through learning experiences or self-directed learning, Armstrong (2009) while Wilson (1999), summarizes it as the improvement of a person's ability whether through conscious and unconscious learning. Fitzgerald (1992) defines development as the process of preparing individuals to obtain knowledge that would increase organizational performance.

Other writers integrate both training and development together as a learning process through building knowledge, skills, behaviours and attitudes (Ahmad & Din 2009) as cited by Hamad (2018) while Hamad (2018) recommended that the development of human resources through constant training to guide the employees would make them achieve their goals. Rajasekar and Khan (2013) suggested that employee training & development is one of the significant components of human resources management with discovering organizational needs, techniques, and policies at different industrial views.

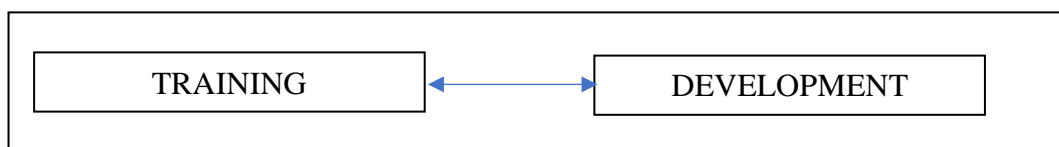
Beardwell & Hidden (1997) considered training and development to be a step to modify the behaviour and knowledge through coaching experience to achieve effective performance in their roles. Lorette (2016) described training and development as an ability to design and inspire both old and new employees to enhance the performance of qualified managers and employees as well as to be more effective in carrying out their tasks in the workplace.

Since training and development are valuable in small and medium enterprise, training and development have not been investigated Rabie *et al.* (2016), therefore stated how it focused on large organisation. They further concluded that training and development will propel small-medium enterprise performance (Clarke *et al.* 1999).

## 2.4 Employee Performance

Employees are the backbone of every organisation. They help to achieve the profitability /downfall of a business. Employee performance are the duties and tasks carried out by the employees based on their job responsibilities. Employee performance signifies the financial and non-financial outcome of an individual that has a link to the success of the organisation (Anitha 2014). Selvarasu and Sastry (2014) emphasized that the level of employee performance is ascertained by employees' commitment with relation to the organisational goals. In addition, they included employee engagement as an essential factor in employee performance because employees are the ones that work in organisations to yield positive results while Karakas (2010) sees it as the accomplishment of an individual after getting a particular task done that is required in the organisation. From Pradhan and Jena (2017) perspective which explore the aspect of employee performance indicated what constitute the performance of an employee which are adaptive performance, task performance and contextual performance. All this performance is in terms of task habit, skills, technical knowledge, teamwork between the employees which lead to the productivity and growth of the organisation.

Today, most organisations aim to manage human resources because they are said to be the face of the company to enhance organisational growth. Human resource is a function in an organisation that deals with people in the aspect of planning, organising, recruiting, compensation and benefit out of which training and development is not exempted. This training must be aligned with the strength and needs of an individual, role of the job and organisation. For a training to occur, the individual must have the necessary skills and knowledge required to embark on the program. Once the specific training is done for the individual, the individual tends to gain additional skills, knowledge in his work. This is where development comes in thereby leading to the personal and professional growth of the organisation.



**Figure 2: Training and Development**

Both aspects develop the individual competencies through the learning process to attain the desired goals. From Vishwas (2016) claimed that the achievement of an organisation solely

depends on how employees are working in their respective roles. He further mentioned that the performance of an employee determines its engagement and commitment, but training and development presents a crucial part in improving employee's performance.



**Figure 3: Training, Development and Performance**

With the brief explanation of training, development, and employee performance by past researchers above, the function of Human Resources is paramount to what an organisation needs. In other words, employees are the major resource in the organisation which make the organisation achieve its goals. The destruction of a company might lead to incompetent workers. In summary, training and development linking to employee performance is important and should be done in an organisation.

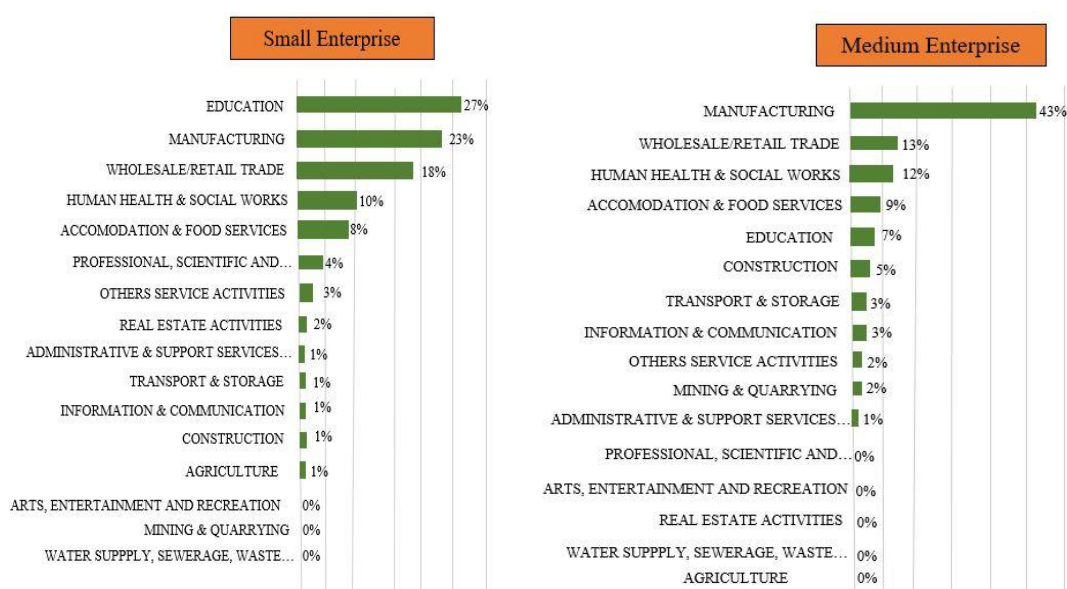
## **2.5 Small Medium Enterprise**

Small-medium enterprise is the process of starting up with little capital where 15-20 employees are formed. Jiman (2011) as cited in Imeokparia & Edigbonyia (2014) defines the small-medium enterprise as an enterprise whose start-up capital is not up to €1875. Small and medium enterprise defined by Osazee & Anao (2000) cited in Inegbenebor (2006) as a business owned and managed by two individuals whereby all the employees give an account to the owners. MSME based on SMEDAN National policy defined small enterprises as an enterprise that constitute of 10-49 employees and medium enterprise has a total of about 50-199 employees whereby their assets (excluding building & land) is not less than #500million (estimated to €1,252,012). However, Basil (2005) sees small-medium scale industry to reduce unemployment and fraud in Nigeria. Omolo (2015) suggested that SMEs should take training and development seriously because it is crucial in making decisions regarding the recruitment of employees in the organization.

### **2.5.1 Small Medium Enterprise in Nigeria**

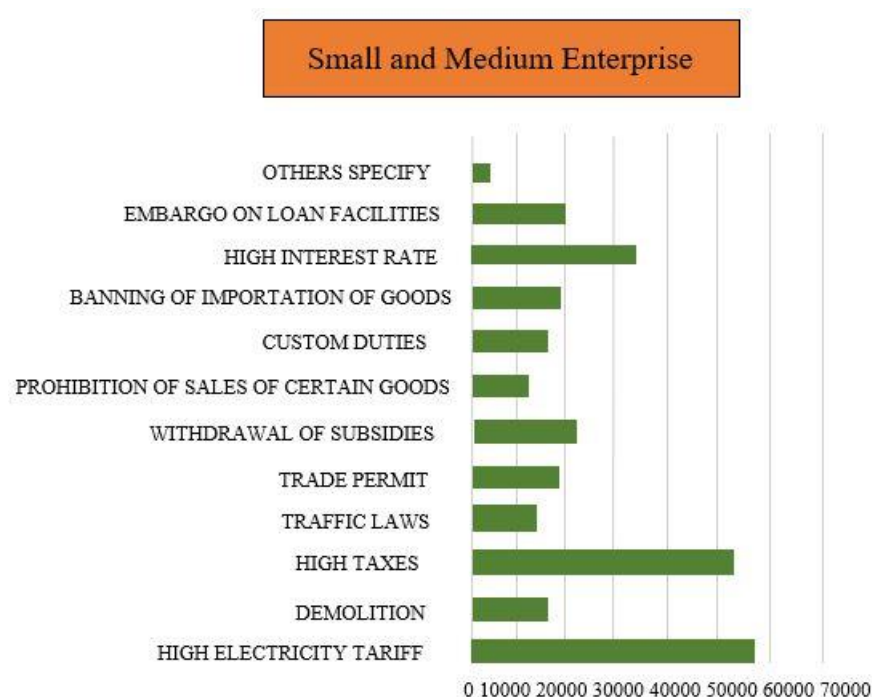
According to Small Medium Enterprises Development Agency of Nigeria, Micro, Small, and Medium Enterprise as it is been called in Nigeria plays a vital role in changing both developing and developed countries. MSME engages in different productive resources at all levels where small and large firms are connected to perform a better result in the

economy. The economic growth benefited from job creation and skills development of unemployed workers which reduce poverty in the economy, industrial diversification, innovation, adaptation becoming more competitive between unemployed people. In National Bureau of Statistic Report under the MSME National Survey of 2017 which came out in July 11, 2019, stated that the total number of MSME as of December 2017 was 41,543,028 which involved ME of 41,469,947 (99.8%), SME of 73,081 (0.2%). Altogether, MSME contributes 49.78% of Gross Domestic Product (GDP) and 7.64% of export receipt.



**Figure 4: Small Medium Enterprise sectors in Nigeria (SMEDAN, 2019)**

From the graph above shows how the Small and Medium Enterprise are classified into different sectors. Education, Manufacturing and Wholesale/Retail Trade amount 68% in small enterprise and Manufacturing, Wholesale/Retail Trade and Human Health & Social Works make up 68% of the medium enterprise. However, in the small enterprise, construction sector contributes 1% and in the medium enterprise is 5%. Although, SMEDAN uttered that SME's have the top three policies that are not favoured by the government to help in the growth of the economy. These policies are high interest rate, high taxes, and high electricity tariff.



**Figure 5: Unfavourable government policies for Enterprises (SMEDAN, 2019)**

From the above graph, the top three policies create problems for the Small Medium Enterprise whereby increasing taxes and tariffs by the government did not allow SME's to access their markets online in both local areas and international (which is supposed to be an easy way to promote businesses) which makes formalization to be difficult between SME's whereby procedures, rules and responsibilities have not been strictly followed when accessing their various markets. There should be a good policy from the government to lower the exchange rate and tariffs by which SME's can easily have access to the market which will enable them to have an improved level of productivity.

Although, training and development created a loophole in all sectors as reported in SMEDAN's report in 2013 whereby employee's lacked competency skills to attain his/her roles and responsibilities provided which the company could not achieve its objectives in MSME. It further recommended that MSME will need to focus on training and development that will make them develop skills in their jobs but this would not only be done by the MSME but will be in association with the government and SMEDAN to make sure they invest in training and development in all sectors. However, according to a business day news by Ayinla (2019) stated that 312 entrepreneurs in small-medium enterprise are trained in some states in Nigeria to improve their capabilities. A method of training the employees should be employed because training and development improve

relatability in the workplace that will enable them to perform better. Similarly, the employees will be able to relate well with the training objectives, their jobs, and use the skills required to develop the firm. The researcher believes that an enterprise is successful based on competitive advantage of other enterprises. Those who allow the enterprise to have an edge is the employee in that enterprise. If these employees are well trained in their respective specialization, the employees will have an impact on both themselves and the enterprise positively.

### **2.5.2 Construction Sector in Small Medium Enterprise**

Construction sector in SMEs is well-known globally because of the position it plays in economic development (Alaezi and Usman, 2016). Most sectors depend on construction industry to carry out their activities. This sector promotes the provision of buildings, infrastructure, and employment to the people by boosting the Gross Domestic Product (GDP) of the country. They also indicated the construction industry makes up 5% in SME in Nigeria as compared to 19% in South Africa, 8% in Ghana and 17.7%. Although, few governmental agencies like Small Scale Industries Credit Scheme (1971), Nigeria Industrial Development Bank (1974) e.t.c assists the construction sector in SME to improve living standard, research and development, infrastructural development, training, and research personnel. However, Okafor *et. al.*, (2018) said efforts have been made from the government and other parties in Nigeria to use SME to drive economic growth but has not generated a positive outcome. They also recognised that lack of financial support, technology and infrastructural support affects SMEs in Nigeria which leads to a problem affecting their performance in the country. From Emiedafe (2015) which said that one of the major difficulty in the industries is lack of training and development institution to enhance the skills of the construction workers, shortage of skilled manpower and insufficient capital for executing the projects etc but still believed with the limitations, the Nigeria construction industry still has the ability to be one of the major construction markets in the world.

In addition to Loosemore *et. al.*, (2003) and Raiden *et al.*, (2006), they specified that construction firms have challenges when applying the use of training and development practices for staff and labour. In contrast, Anon (2018) illustrated that not just the construction skills have an impact in the industry but labour force working in the sector can gain from their careers if they keep up with new advancements. Whatever skills one is

into, acquiring new knowledge, skills are essential in today's world which will, therefore, have an impact for both the organisation and individuals.

## **2.6 Background of Migliore Construction & Tecniche Limited**

Migliore Construzione & Tecniche Limited is a construction company founded on the belief that they can provide the best buildings, roads, and infrastructural structures for different purposes. The company runs the principles of six sigma quality management approach to offer the best to its customers. The company is an indigenous contracting company that specializes in commercial and institutional construction.

They offer services in innovative construction, project management and development, fabrication, and installation etc Offering a comprehensive range of construction services enables them to tailor a delivery system that matches their client's goals, needs and budget. MC&T's commitment to these services adds value to the project and helps ensure its success (MC&T 2018).

They deliver great quality work, within agreed timelines and budget, while being adaptive to clients need which they offer a well-rounded training program for all their team members. The company go through a rigorous selection process for their construction workers and managers, supervisors, senior site operatives, builders, tradesmen, and artisans. They believe the company can accomplish its goals if they have diligent leadership, accountable management and on-going training focused on efficiency and productivity.

The construction sector in every economy is important, particularly in Nigeria. Some construction organisations do not have what it takes to train their employees because of the difficulties faced in the country.

As stated in the result of SMEDAN in figure 1, the construction sector contributes to 1% in the small enterprise while in medium enterprise, it amounts to 5% in 2019. This means that both SMEs has a total of 6% which implies that more training practices should be done with the construction workers to have an impact on development in Nigeria.

Although, there are different sectors in the country which could be used, likewise organisations use different strategies to train employees for effective use, but this sector is the solid foundation of any organisation. This type of sector deals with infrastructural



facilities which the organisation builds upon to operate its daily activities. Besides that, the industry generates employment and growth in other sectors.

## **2.7 Purpose of Training and Development**

Fitzgerald (1992) believed the training to be a short-term focal point. He thereby identified its goal of training to develop individual skills and to support people to learn. He further explained that the rate at which the employees would be successful will play a key role in the organization. In addition to what Fitzgerald (1992) said, Tahir *et al.*, (2014) agreed that learning from the employee viewpoint will allow them to develop the experience, abilities to gain advancement in their career likewise promotion. Also, Jehanzeb & Bashir (2013) concluded that training and development help employees to understand their culture and skills while Rowden and Conine Jr., (2005) agreed that the training aims to satisfy employees in their job and those employees that are satisfied are pleased by their customers. Both HR function aims to provide employees with skilled knowledge, team building, to enhance competitive advantage over other organisation (Ndulue, 2012).

## **2.8 Training Needs Assessment**

Training needs analysis is the first procedure to follow when conducting a training program. This step lays the foundation of what type of training is required in such organisation. To analyse the challenges of an organisation, needs analysis has to be conducted to proffer an adequate solution strategy (Martin *et al.*, 2013). To identify what employees', want in the organization, an evaluation must be done with those employees. This analysis is a base of how what type of needs is to be identified. This is done to know what kind of skills/knowledge the employee needs. Cannon-Bowers and Salas (2001) cited in Chaubey *et al.*, (2015) recognized that what the person needs to be trained is a crucial stage in analysing the needs. For example, if a supervisor observes the extent at which the employee is not keeping up with the operational activities of his/her responsibilities and also notice that there is a change in the aspect of what its competitors are doing; therefore the manager needs to assess its employees to know why the employees are lagging and what needs to be done to be ahead of its competitors. To understand the various recommendations of training needs assessment given by authors, it is essential to identify the types of training analysis required in an organisation which are organizational analysis, job analysis and individual analysis. Further explanations would be given on this analysis.

**Organizational Analysis:** This type of analysis depends on how progressive the organizational environment will be. It examines both internal and external factors in the organization. The objective of organisational analysis is to determine the resources, norms, goals, climate and how the objectives aligned with the organisation (Salas *et al.*, 2006). Similarly, Hartoyo and Efendy (2017) indicated that it aims at resource analysis and efficiency analysis and should align with the organisational mission, goals, values and strategies. Brown (2002) illustrated how training needs should be considered to meet with future needs. These needs include complying with action plans, guidelines, laws, and regulations changes required in the organisation. The external business environment must also be deemed because it will enable the organisation to know what position they are in and how they can improve on their performance and productivity.

**Job Analysis:** This determines the activities, duties and requirements about the job. Attard (2019) criticizes that small businesses disregard the job analysis aspect that they just rush and hire the wrong people for the job. Job analysis needs specific employees that fit in the specific job description to carry out the task efficiently. The job description must associate with the employee's skills, abilities, and competencies for effective success of the organisation. Also, Salas *et al.*, (2006) asserted that job analysis needs to follow some steps to meet the training needs analysis. First, a clear job description must be explained well about the job role, task activities which must be completed and skills, capabilities from the trainee is needed to accomplish the task. Armstrong (2006) suggested the conclusions of the analysis are documented in a standard form which is broken down into the level of importance, task, degree of difficulty and method of training.

**Individual Analysis:** It deals with the individual/employee itself. It is based on an employee's performance review to determine the training program needed (Brown, 2002). The training needs can be done to employees through interviews, assessment survey (Hartoyo and Efendy, 2017).

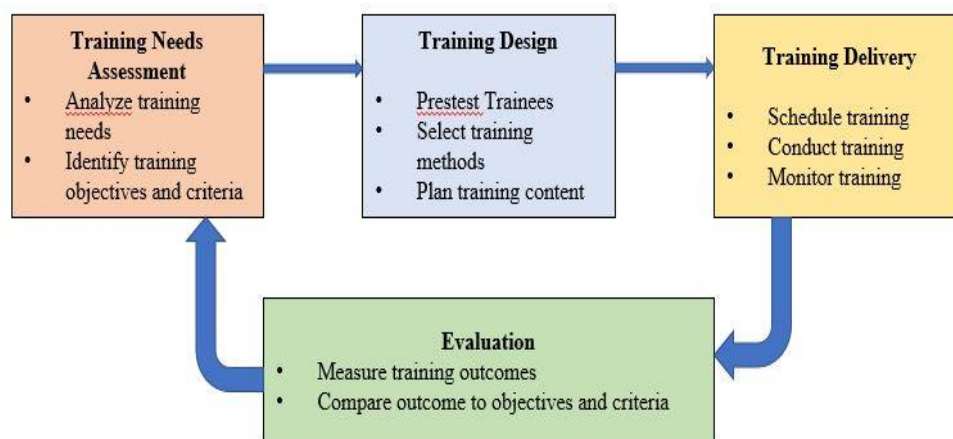
Brown (2002) suggested that for a training program to be efficient and effective, an analysis must be completed. Firstly, one must recognize the challenges the organisation face, make sure the training has an effect of what is happening in the organization, quantify the efficacy of such program and benefit of the training in that organisation. According to Chaubey *et al.*, (2015) researched on the analysis of identifying training process and opinion of training outcome whereby a survey of 123 respondents was collected in a service organization of

Dehradun area and revealed that there is a connection between the needs analysis and the employees' result. Research executed by Balisi (2014) concerning a detailed needs assessment process suggested that the process needs task analysis, individual analysis and organizational analysis will support to ascertain the essentials of training and support the managerial decisions.

Following the suggestions by authors, the training needs assessment is said to be the foundation of how training is analysed in the organisation. Therefore, training needs assessment is associated with the first research objectives in the researcher's topic. This will determine the type of assessment to embark on before the process of training and development follow.

## 2.9 The Role of Process in Training and Development

For training and development to be successful, there is a structured procedure that the organizations need to carry out on employee's skills towards the success of the firm. Dessler (2005) comprises the training and development process into five, which are needs analysis step, instructional design, validation step, implementation, and evaluation. Similarly, Mathis & Jackson (2008) analysed the process into four and it includes training needs assessment, training design, training delivery and evaluation. These procedures will be further explained below from the study done by peer reviewed articles.



**Figure 6: Training and Development Process (Mathis & Jackson, 2008)**

### Training Design

As soon as the managers have assessed the needs, the next step is to start designing. The training design makes sure that it produces a type of what training looks like (Salas *et al.*,

2006). Umar and Tech (2003) considered that the training method one selects must correspond with training needs and strategy which must also be linked to the objectives of training. Marthis & Jackson (2008) relates working to be a constant learning process. Here, you must understand the various learning/training styles the organisation wants for the employees. Also, it stated that for a training program to be accomplished, willingness to learn, forms of learning and how learning should be transferred constitutes efficient learning. Likewise, the organisation must plan employee's content and it must be consequential to the job responsibilities of the employees. From Noe (2010) point, the content must be the concepts and terms the employees are familiar with and must be connected to the work environment. Subba (2009) cited in Kulkarni (2013) agreed with the content and learning concepts but also included training principles and instructional objectives to accomplish its best training design. Furthermore, Salas *et al.*, (2006) mentioned that content is essential, but individual, organisational characteristics, instructional methods and improvement of training objectives should be considered when doing the training design.

### **Training Delivery**

The third process is to know how training will be delivered. Various researchers, however, have different ways of how training delivery is. While there are various methods of delivering, it depends on the organisation to pick the suitable delivery of training that their employees can understand. The training methods include on the job training, apprenticeship training, job instruction training etc. according to (Dessler 2005). Likewise, Martin *et al.*, (2013) categorized its training as a core method which includes 13 training structures. Although, Marthis & Jackson (2008) divided it into internal and external training. This mode of delivery is discussed later in the study.

### **Training Evaluation**

This is done to analyse if the training is useful with organizational goals. Information will be collected from employees for review. Training evaluation is a type of feedback given by the employees on how the training has impacted them (Santana, 2019). The feedback provides information on how the training is effective and how well they can improve on the training programme in future. Evaluation is essential according to Itika (2011) to assess the feedback given on the training programmes. Noe (2010) divided training evaluation into formative and summative assessment while Kirkpatrick (1998) mentioned the levels

of training to be reaction(how the participant reacts to the programme), learning (the process of obtaining skills, behaviours, values and knowledge), behaviour (way which the participant conduct himself during the program) and results (the outcome of the participant that attended the programme). An evaluation must be taken seriously and must be integrated fully into the instructional process (Marsden, 1991).

This section considers the main contributions authors have made to this discussion about the process of training and development which involves training needs assessment, training design, training delivery and training evaluation. This process is further aligned with the research questions in chapter one. Following the process in an orderly manner in a firm would bring about organisational growth and advancement.

## **2.10 Methods of Training Provided to the Employees**

There are various types of training conducted for the employees in an organization. These training methods are specialized depending on the job description of such employees. The methods can be categorized into two which are on the job method and off the job method. Both methods are sub-divided into different category. Each of this method would be explained below.

### **On the Job Training Method**

According to Mehrdad *et al.*, (2009) refer the on the job training as a cognitive approach that involves written information about various ideas whereas Tennanat et al., (2002) defined it as when a trainee develops its skills by integrating different tools within its environment. Salas *et al.*, (2006) described OJB as one of the instructional strategies that are done in an organisation whereby the activities to be done are trained by experts in the physical environment. This type of training is inexpensive because no specific tool is needed except for the one that will be used during the task. As on the job training has some benefits, it also has limitations. Derouin *et al.*, (2005) agreed that OJT is applied instantly on the task identified. This means that once an employee recognizes the role, the employee can easily use the tool to apply for the role immediately though it also depends on the task given to the employee. If an employee does not have background knowledge of the responsibilities assigned to him/her, it will result in inconsistent and waste in training that individual. Examples of on-the-job training include coaching, apprenticeship, job instruction and job rotation Mehrdad *et al.*, (2009) while others classified it into job

instruction, coaching, mentoring, peer relationships, work shadowing, self-development groups etc. Some of the forms of OJT will be defined briefly;

**Coaching:** Besson (2012) described coaching as a way of combining employees with their innovative ideas to exploit in a more personal or professional way. Coaching involves one-on-one instruction to employees to enhance value in organizational performance.

**Job Rotation:** This is the process of revolving the trainees from one department to another to have an in-depth understanding of how a variety of task is being done in such an organization.

**Mentoring:** Is the process by which one shares skills and knowledge with another to support the other. Here, they must guide the employees and understand the operations going on in the firm. It might be a real-life situation, workplace situation.

**Self-Development Group:** This involves an aspect of training that is done personally and in groups. It includes opinions and knowledge of the individual towards a group decision or reflection.

### **Off the Job Training Method**

This method of training is done outside the environment of an organization. This is when there is a separation from an individual job and its work to acquire the skills and abilities in such environment (Chowdhury, 2006). Off the job can be classified into classroom training, electronic learning, conferences etc.

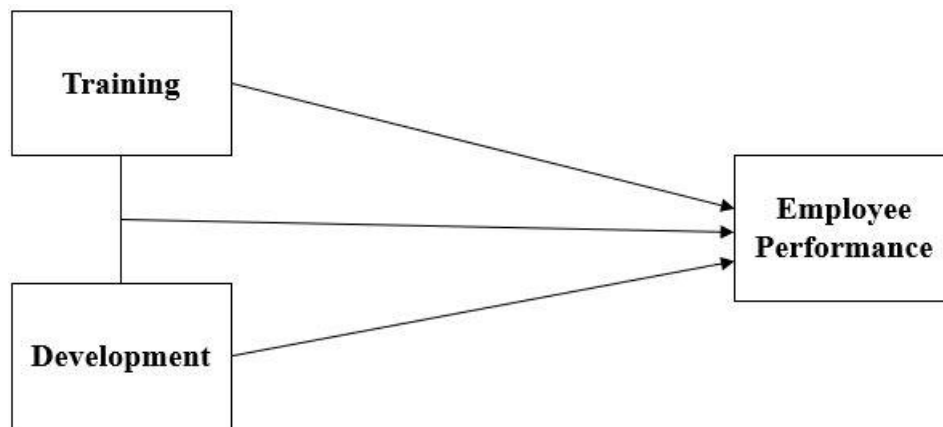
**Electronic Learning:** This type of learning includes distance learning, computer-based training, and web-based training. Distance learning occurs when the trainers and the learners are in different locations. Computer-based is delivered through technology like computers in form audio, video, text or chatrooms and the internet. All these forms of learning have advantages on one hand and disadvantages on the other. The advantage of E-learning is that it is cost-effective and there is a great freedom from the trainees' perspective for learning from various locations.

**Conference:** This occurs in a setting formed by a group of people who share an interest in their topic.

Classroom Training: This is the use of interactions between the instructors and students in for improved learning in the classroom. Communication is used in form of a conversation between instructors and learners.

Both methods described above are important but depends on the type of service the organisation is into. For instance, in a construction sector, both methods will be suitable for the employees because some of the training involves on the job but the real hands-on experience involve off the job which is done outside the environment of the firm. A key component of the research question is what methods are used to deliver training. Therefore, there is a value in examining how training is carried out in the firm.

### 2.11 Impact of Training and Development on Employee Performance



**Figure 7: How training and development impact employee performance (Younas, Khalil, Farooq, & Zreen, 2018).**

Different researchers suggested on how training and development are essential for employees. Armstrong (2009) recommended that training and development are associated with work improvement and performance. He further stated that it would allow employees to acquire new expertise. Organization must be sustainable to provide a training program for the employees to perform their roles effectively (Karthikeyan *et al.*, 2010). Although, Kane (1986) advised that even if training and development are to be valuable, it has to exceed above the past techniques which identify that the strategic approach should rely on organizational needs analysis, point of view of the management and employees. Raja (2016) therefore based on its facts that training and development not only improve employee's skills but also enhance productivity through positive behaviours towards their tasks. On the other hand, Hameed and Waheed (2011) in its study of how employee

development can affect the performance said even though employees are the most important asset in an organization, they might as well lead to the success or destruction of that organization. The author specified that enough training might be conducted for the employees but the effect on performance is neglected.

Also, according to Stavrou *et al.*, (2004) as cited in Niazi (2011) they regarded the training and development process as a strategic position in the organization. Mabey *et al.*, (1998) argued that training and development is a crucial connection between human resource strategy of an organization and the business generally and should be done in a structured and strategic way to have a competitive edge over other businesses. Similarly, Jouda Ali *et al.*, (2016) confirmed that training and development are necessary but advised that organisations should follow a constant training program to update employees skills and abilities to sustain competitive advantage. Ongori & Nzonzo (2011) stated that communication between employees helps boost employee's morale, excellent teamwork, productivity that leads to job satisfaction. However, Campbell (1971) suggested that training and development aim to increase employee's technical skills during a short term while development assists the managers in achieving a long-term goal. To attain a long-term strategy, the training and development of employees must follow a structured process to achieve a desirable result.

With the contributions made by different researchers, training and development should be considered strictly in an organisation. This segment is linked to the objectives which specified how training and development will influence the firm. Therefore, for an organization to be successful, employees should be trained to increase performance, improve knowledge and productivity.

## **2.12 Theories Involved in Training and Development Concept**

For training and development to occur in the workplace, learning is vital from the employee's perspective to acquire its skills, knowledge, and abilities. According to Fenwick (n.d) cited in Merriam (2008), classified the problem an adult may face in the workplace learning. This include how an individual solves a problem in the workplace using different techniques and the understanding of how groups of employees learn. Due to the introduction of new technologies, it has changed people's learning habits in such organization. Learning and development contribute to the accomplishment of organizational goals and objectives. It must be aligned with the training and development



programmes given to the employees where they will be able to improve on their competencies. Theories following the learning are described below.

### **Behavioural Theories**

The theory of Behaviourist was founded by (John B. Watson 1878-1958) and (B. F. Skinner 1904-1990). Watson believed that an individual's response in different situations are determined by how they react to their experiences. His part of this study was from Ivan Pavlov's (1849-1936) theory which based it on a process called classical conditioning. This type of conditioning occurs where there is a connection between two events to build the same response. This theory will influence on training the employees in the organization.

### **Cognitive Theories**

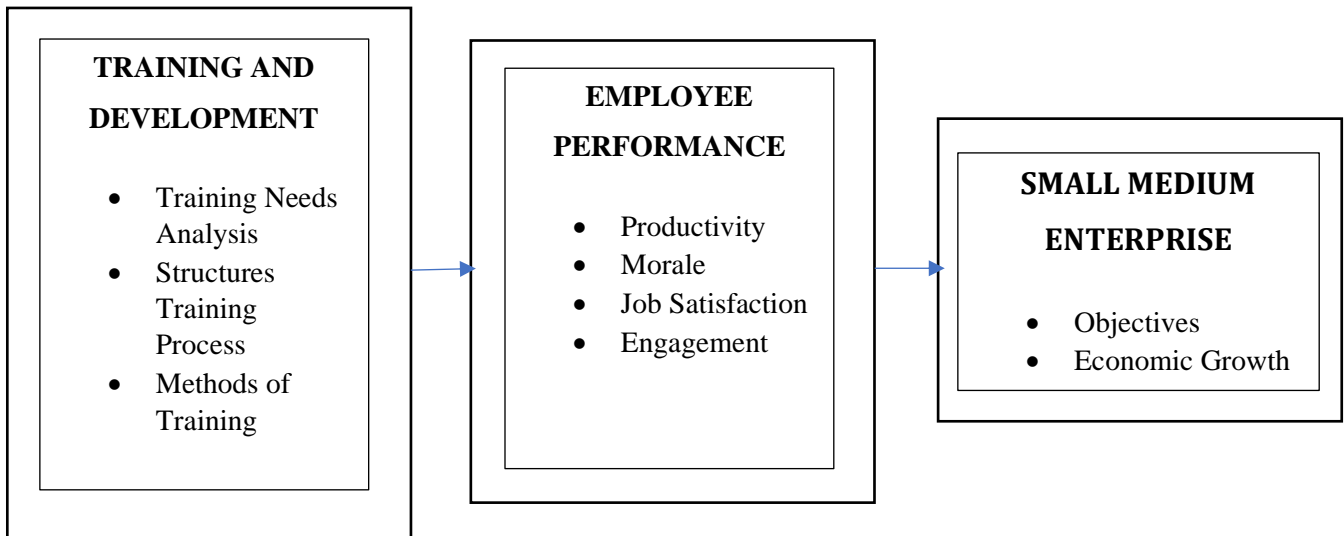
Piaget founded this theory in 1936 which discusses that an individual shape their thoughts and social interactions. It further said that if cognitive learning is valid, it will make new data to be faster and very easy to store. This theory combines three factors which include environment (external), behaviour and personal (internal) factors.

### **Social Learning Theories**

According to Lunenburg (2011), social learning theory is also known as self-efficacy. This theory is formed by Bandura (1997) which explained people learn from observing attitudes and behaviours of each other. Additionally, expressed that an individual's sense of ability impacts its performance. This theory was developed from behaviourism theory and later some suggestions from cognitivist. It centralizes on cognitive factors that influence human behaviour in the environment.

From the following theories stated above, the combination of internal factors (personal, thoughts and behaviours) and external factors (environment) depends on the individual itself to use the learning skills/abilities to achieve his organisational goals.

### 2.13 Conceptual Framework



**Figure 8: Linking Training and Development to Small Medium Enterprise**

As shown in the diagram and review of literature, training and development are significant in an organization. For any organization to be successful, the first thing it must consider is the needs analysis which indicates understanding what the firm needs to achieve its objectives. This understanding is to determine whether the organisational analysis, job or individual analysis is needed in that organisation. A firm must follow a structure of training and development process as stated in the literature, training designs in terms of methods of training, training delivery till it get to the evaluation of training. Every organisation has training suitable for them, but they should be able to follow a well-designed method in that organisation. If the firm should adhere to the process, it will have an impact on employee performance in the small-medium enterprise.

### 2.14 Conclusion

Human resource development of any organization in terms of training and development be it large, small, or medium enterprise is essential in today's world to improve the employee performance and achieve its future goals of the organisation. Most peer reviews, journal articles, academic books identified in this work showed the importance of training and development. It was shown that it has a positive impact on employee performance. Although, various sectors have not been conducted in Nigeria towards the training and development process. Employees in SMEs generally in Nigeria are trying to boost their businesses but the lack of challenges faced in the country did not allow some enterprise to

achieve its goals due to lack of finance etc. While training and development are expensive for most SMEs in Nigeria, the government of the country needs to support the enterprise to contribute to the economic growth whereby reducing the tax and moderating the regulations in the country.

Organisations should be able to know what type of training is aligned and how they should conduct the training. Further study needs to be carried out on all other sectors in SMEs in Nigeria to promote the growth of the industry on how to have a structured training and development process or how to improve on their training and development in small-medium enterprise sectors.

A further detailed explanation has been provided for the research objectives, recommendations from peer reviews journals, articles, and the researcher itself. The next chapter will be associated with how data will be collected from the employees on training and development using an organisation as a case study.

## **Chapter 3: METHODOLOGY AND RESEARCH DESIGN**

### **3.1 Overview**

The section in this chapter provides a thorough explanation of the research approaches used to conduct the study. It will explain the research objectives and the research paradigm that is suitable for my research and the strategy/ methods that was used in collecting the data. The research paradigm was proposed by Saunders *et al.*, (2012) to emphasize how someone develops its knowledge when embarking on a research in a specific field.

### **3.2 Research Philosophy and Approach**

According to Schwandt (2001) defines a paradigm as a pattern by which the world views beliefs on how to solve a particular problem. From Romani *et al.*, (2018) perspective, defined a paradigm as an ontological assumption that is shared, interest regarding a particular question that needs a solution. However, this study is based on the dissertation on how it studies the impact of the social phenomenon of different people in the organisation (Cohen *et al.*, 2007). This, therefore, is rephrased back to one of my main objectives on the impact of training and development on employee performance in a small-medium sized enterprise. This type of research supports the approach from an objectivist point of view that the social and physical situation/phenomena exist in an individual's belief. The objectivist view is related to a phenomenological study because it helps to understand and explore those who have experience in the study. Neubauer *et al.*, (2019) states that the aim of phenomenology is that it gives meaning to what and how it has been experienced. This study is associated with how training and development are practised in a small-medium enterprise. In addition to what Neubauer *et al.*, (2019) said, learning from other employees leads to good feedback results in workplace learning.

Also, in the aspect of people's experiences and how one understands them according to Ryan (2018) is a form of interpretivism approach. This approach is related to this study because the researcher learns to understand the interviewee's interactions through its experience on how training is done in a small-medium sized enterprise. Qualitative research will be used to gain an insight of thoughts, observations, and opinions with regards to the questions been asked to the managers. Therefore, for the data to be interpreted, short answers from texts used from the questionnaire would be done in themes and interviews from the interviewees would be analysed through contents.

### **3.3 Research Strategy**

As discussed earlier in the research philosophy, a cross-sectional study was involved. Cross-sectional according to Setia (2016) described that the researcher examined the results and exposure together within a short period in a particular year. It can either be a descriptive or correlation analysis because it focuses on the impact of training and development on employee performance in a small-medium sized enterprise.

The descriptive case studies are in form of mean, median and standard deviation (what factors are going on and recommendations on what they should do to improve), correlational analysis is to determine how the variable have related to each other. The design is studied on practices epitomized in the style and processes utilized in understanding how training and development has an impact on employee performance in a small-medium sized enterprise.

### **3.4 Collection of Primary Data**

This type of data was carried out through primary data. The research used was inductive and deductive methods whereby it has a precisely defined research question to the research objective stated above in chapters 1 & 2 and data was in form of statistics and numbers placed in tables. The tool used was supposed to be a document sent by an email to the company which will be created in form of questionnaires and distributed to the participants through the mail of the enterprise but due to the recent restriction and lockdown of the unexpected situation all over the country, the researcher created a link through a SurveyMonkey for the data. Here, the primary data was generated by the researcher by searching for a construction sector company as a case study to conduct its research. The inductive method was through a few interviews for the managers whereby the researcher interacted with the managers of the small-medium sized enterprise and explored meanings to the questions asked. Both quantitative and qualitative research emphasized words and numbers to obtain desired results.

Also, to understand what has been done, a secondary data reports from SMEDAN reviewed in chapter 2 was used showing the report of different sectors in a small-medium enterprise whereby the construction sector was indicated too. It also gathered journal articles, books, and other valuable information for collecting data.

### 3.4.1 Sources of Data

Following the sources of collecting data through questionnaires and interviews some of the examples of questions the researcher tempts to ask are listed below:

Please choose between the following:

Have you ever been trained before? Yes/No

| RESEARCH QUESTIONS   | EXAMPLES OF QUESTIONNAIRE   | HOW QUESTIONS ARE ANSWERED   |
|--|---|--|
| Training and development generally   | Training programs align with the objectives of the company.           | General questions on training and development which involves strongly disagree to strongly agree   |
| How are training needs analysed in the enterprise?   | Training is according to individual analysis based on the department. | Question 1 contains a series of statements related to training needs which respondents are asked to rate on a scale, from 1 (strongly disagree) to 5 (strongly agree). |
| Does the organization have a well-structured training and development process for the employees? | The company performs extensive training and development.              | This set of questions also contains answers to strongly disagree to strongly agree   |
| What method of training is used in the enterprise for employees?                                 | On the job training improves my skills and knowledge at work          | This also involves open-ended question for the employees to answer   |
| What impact do training and development do to the enterprise?                                    | The individual sense of ability has an impact on your performance     | Question 4 will be an open text question that asks employees how they  |

|  |  |   |
|--|--|---|
|  |  | describe how training has impacted the company. |
|--|--|---|

**Table 1: Table showing an example of questionnaire under each research questions**

**NOTE:** These questions will be well structured when the researcher is about to carry out the questions.

The column above shows the research questions, a few examples of questions under each research objective that have asked during study. Each research questions have each question under. For example, questions 2-9 has were general questions on training and development, question 10-20 under training needs analysis, question 21-29 for method of training employees and question 30-35 contain open-ended questions for the employees. The questions the researcher asked the employees and the managers are similar to each other but most of the manager's questions are open-ended questions. This is to understand the correlation between employees and managers responses

### **3.4.2 Access and Ethical Issues**

As shown in data collection and sources of data, data collected was done using qualitative data and quantitative data through SPSS and Excel. The researcher made sure that the questions are well structured for the participant to answer. As the researcher is living abroad while her research case study is in Nigeria, she has a network of contacts with the small-medium enterprise to execute her study. The researcher hopes that her supervisor will amend her questionnaire before sending it to the enterprise.

Concerning the ethical issue, an ethical form from Griffith College has been given to the researcher to fill and accepted that she agreed to adhere to the rules of ethics by making sure all the data answered will be confidential and will be kept in a private file of the researcher. The participants were made aware that they would not have to include any personal information and all data will be destroyed once the researcher has completed his study.

### **3.5 Approach to Data Analysis**

Once the data has been collected, it will be measured through various methods. The method used will be through SPSS and Excel. SPSS is a software package used to analyse quantitative data. Here, the researcher developed descriptive information through

document collected from the employees of the organisation. The method used was descriptive statistics through mean, median and standard deviation. For the open-ended questions in SPSS, thematic analysis and content analysis was used to quantify the qualitative data. This was done through data transformation where the researcher was able to identify unique themes, code them in SPSS. The researcher made inferences from texts, articles, interviews, conversations from the participants. In the aspect of qualitative data whereby a small-medium enterprise was used as a case study, content analysis was conducted to find out about people's opinions, experiences, and views. Excel coding was used to analyse the information collected from the employees and managers. This was achieved by selecting some answers in the open-ended questions at the end of the survey and analysing the themes. Here, it allowed the researcher to compare both qualitative and quantitative data. Also, a technique called non-probability technique will be used to represent the SME's but not the total number of SME's. Non-probability sampling emphasizes on a small number of cases to find the situation that is being studied. The non-probability sampling technique that the researcher selected was convenience sampling and purposive sampling. Convenience sampling was selected because SME includes different sectors and the construction sector is conveniently available to the researcher. Purposive sampling is also known as subjective judgement. The researcher selected who thought was suitable for the study and the interest of the research is on a case study which is a construction sector of a small-medium enterprise.

### **3.6 Potential Result of the Research**

The possible outcome of this research is to examine the impact of training and development on employee performance in a small-medium enterprise. Although SME is yet to invest in training because of taxes, regulations, capital of the firm etc but the researcher feels when the government reduces all these, more productivity and Gross Domestic Product will affect the economy from SME's sector.

Also, in the aspect of training needs which can either be because of the roles given to an employee or individual analysis, the researcher feels the enterprise should be able to lay the foundation to analyse training needs.

Finally, the full structure of training and development (training needs analysis, training design, training delivery and evaluation) should be followed in a small-medium enterprise.



The study will present an opportunity for the researcher to improve her expertise and research skills in the topic chosen.

### **3.7 Conclusion**

This division summarizes the research paradigm by which an interpretivist approach was selected to understand how training is carried out in a small-medium enterprise using a case study. The method of collecting data was through questionnaires using SurveyMonkey for the employees to complete and another method was interviewing few managers. The reason the researcher decided to use few managers as part of the collection is to get thorough detailed information and additionally, managers are the major personnel that controls a group of staff and offer training and other activities in an organisation. The reaction from the managers will determine whether there training is effective in the organisation.

Following the next chapter will be investigating the findings from the information gathered from the small-medium enterprise and building up discussions from the findings of the training needs assessment, the process of training and development, methods of delivering the training and its impact in the small-medium enterprise.

## 4 PRESENTATION AND DISCUSSION OF THE FINDINGS

### 4.1 Overview

This chapter explains the data analysis of the questionnaire on the impact of training and development on employee performance in a small-medium enterprise. The result of the findings will focus on descriptive statistics from SPSS. The results were presented using frequency, percentages, and charts to understand the agreement/ disagreement across the questionnaire for the employees in quantitative analysis. The other section will explore the open-ended questions from the employee questionnaire and from the managers of the company using thematic analysis and content analysis by identifying the themes, codes, content from the respondent's responses and reactions.

### 4.2 Findings- Descriptive Statistics

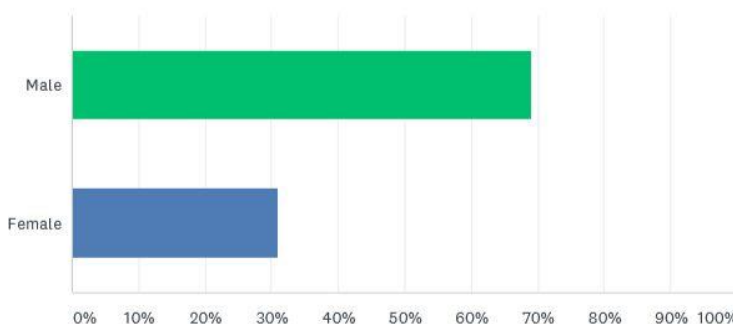
The population of the study is the staff of Migliore Construction & Tecniche company. The total number of responses gotten from the questionnaire is 55 respondents. The data generated were presented and analysed with descriptive statistics while Pearson correlation was used to determine the relationship between variables. Some of the frequency tables will be shown in the appendix.

#### 4.2.1 Gender

##### Gender

|       |        | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------|-----------|---------|---------------|--------------------|
| Valid | Male   | 38        | 69.1    | 69.1          | 69.1               |
|       | Female | 17        | 30.9    | 30.9          | 100.0              |
|       | Total  | 55        | 100.0   | 100.0         |                    |

**Table 2- Frequency and percentage of the gender**



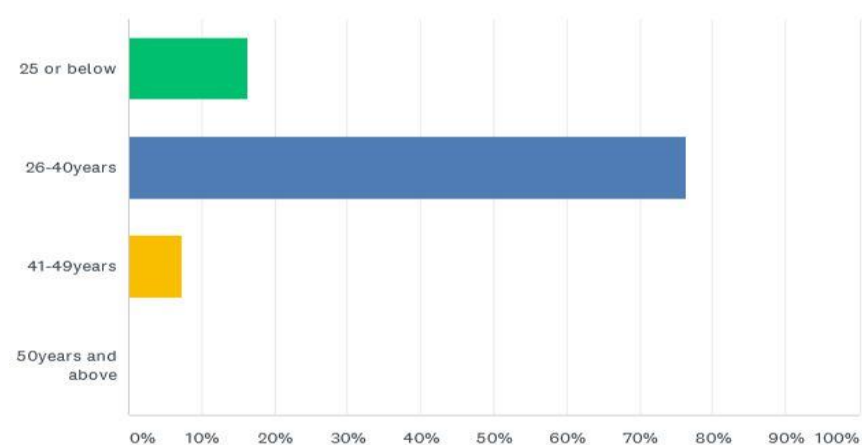
**Figure 9- Bar chart showing the gender categories of respondents**

The diagram above shows the categories of the participant's gender. It was revealed that 69.1% were males while 30.9% were female. This implies that the respondents in MC&T were more of males than female.

#### 4.2.2 Age of the respondents

|       |             | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------|-----------|---------|---------------|--------------------|
| Valid | 25 or below | 9         | 16.4    | 16.4          | 16.4               |
|       | 26-40       | 42        | 76.4    | 76.4          | 92.7               |
|       | 41-49       | 4         | 7.3     | 7.3           | 100.0              |
|       | Total       | 55        | 100.0   | 100.0         |                    |

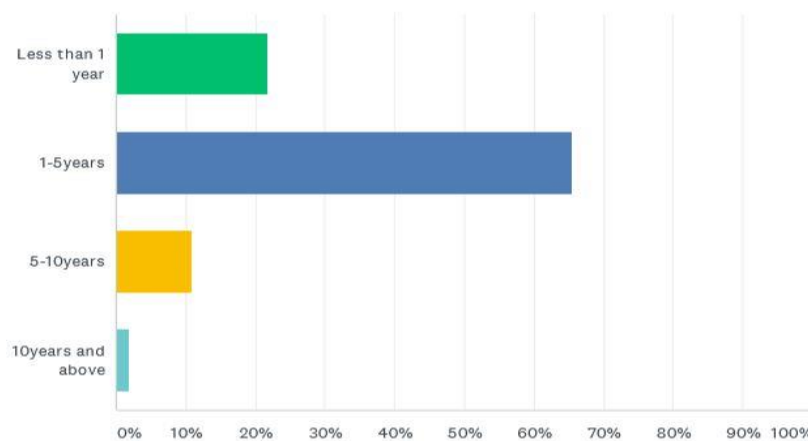
**Table 3- Frequency and percentage of the age range of the respondents**



**Figure 10- Bar chart showing the age range of the respondents**

Out of the 55 respondents that answered the question, 16.4% were aged between 25 or below, 76.4% of the respondents were within the age of 26-40years which is shown to be the largest group and the lowest group was aged between 41-49years while there are no employees between 50years and above.

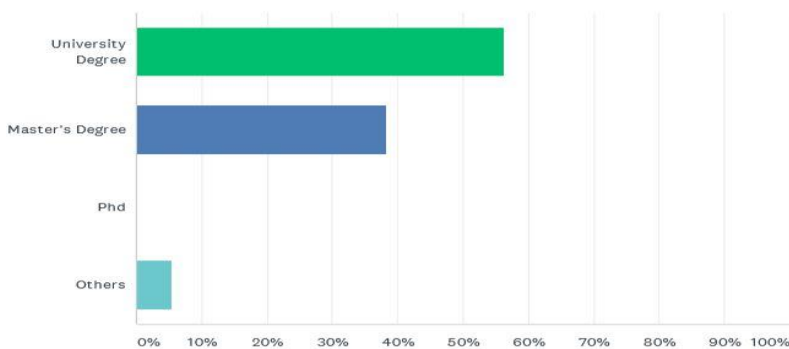
#### 4.2.3 For how long have you been working in the company?



**Figure 11- Bar chart showing the period the respondents have been working with the company**

In terms of the period the employees have been working in MC&T, 21.8% of the respondents have been with the company for less than 1 year while 65.5% have been working for 1-5 years, 10.9% of the respondents have been working for 5-10 years and 1.8% of the respondents have been working for the period of 10 years and above.

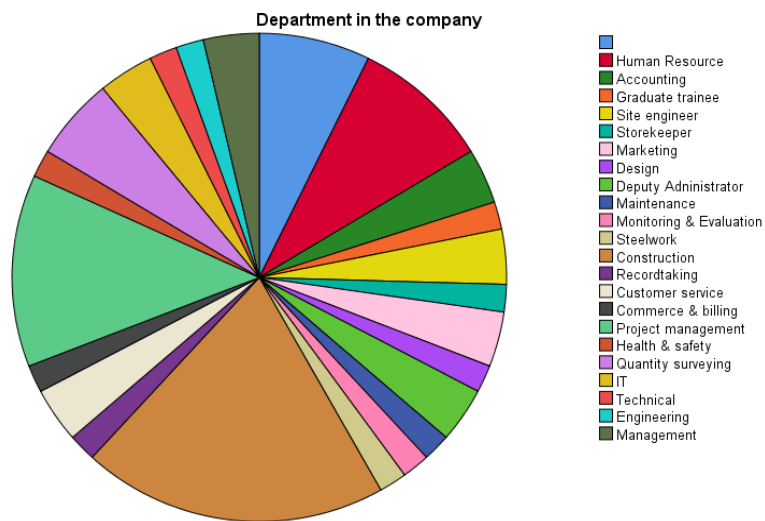
#### 4.2.4 What is your educational level?



**Figure 12- Bar chart showing the educational level of the respondents**

In terms of qualification, it was revealed that 56.4% are university degree holders and 38.2% are master's degree holders. The chart further reveals that 5.5% of the respondents have other qualifications. This showed that most of the respondents had the highest qualification in university degree while 0% was given to PHD because the respondents have not gotten to the stage yet.

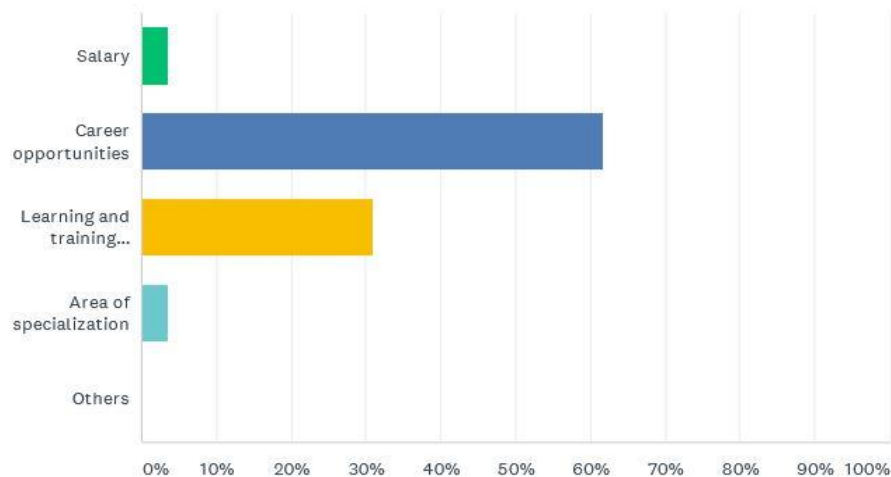
#### 4.2.5 Department in the company



**Figure 13- Pie chart showing the various department in the company**

The chart above shows different departments the respondents used to carry out their daily routine from the company. Majority of the respondents indicated they were in the construction department of about 20%, 12.7% said they worked at the project department, while the least departments include design, maintenance, steelwork, monitoring & evaluation, technical, engineering, health and safety, storekeeper and record taking with 1.8% each working in those departments.

#### 4.2.6 What are your intentions for working with the company?

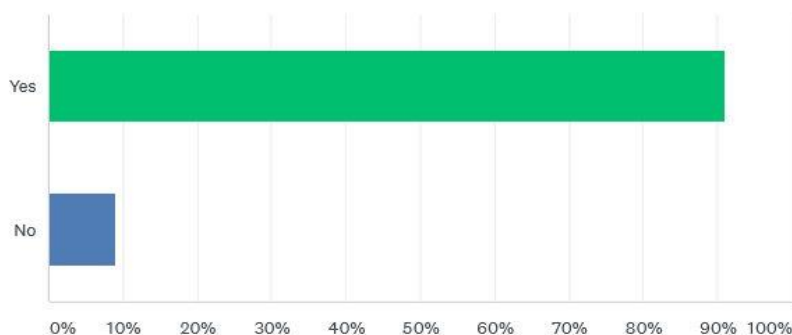


**Figure 14- Bar chart showing the motive why the respondents are working with the company**

From the analysis above, 3.6% of the respondents said they are working with the company because of salary, 61.8% said due to another opportunity in their careers, 30.9% because

of learning and training opportunities and 3.6% because of their area of specialization. None of the respondents has any other intention for working with the company.

#### 4.2.7 Have you been trained before?



**Figure 15- Bar chart showing whether the respondents in the company have been trained before**

From the question asked by the researcher as to whether the respondents have been trained before, 90.9% of the respondents said they have been trained before while 9.1% said they have not been trained out of which some said they are still new to the company.

### 4.3 Descriptive Statistics in SPSS

This section of statistics shows each category of sub-sections namely training and development (TandD\_Total), training needs analysis (TNA\_Total), and methods of carrying out training (MTE\_Total). Each question will be categorized under each category to find out how the employees strongly agree to each question thereby combining all the sections. Each of the questions of the category can be found in the appendix. Table 4 illustrates the descriptive statistics examined in SPSS for the total of all category using mean, range, maximum, minimum, and standard deviation.

For training and development in category 1 out of which some of the questions are whether the training of the organisations aligns with the company, the organisation organises a coherent training and development, training helps to be more productive etc; the mean score (mean (M)=38.6, standard deviation (SD)=3.78887) indicated that majority of the respondents selected strongly agree and agree when responding the statements relating to training and development. It also indicated that the training has an influence on both them (the employees), the organisation, and they are satisfied with the training they are offered.

For training needs analysis, the mean score (M=42.1, SD=4.10854) revealed that the participants replied to agree the most. It means that the organisation recognizes the needs of employees, their job, and the needs of the company itself. The employees also revealed they demonstrate their skills about a project, and they come up with a unique solution to solve their problems. Few participants strongly agreed with the questions, but most emphasized on how communication is exceptionally important to them.

In terms of how different methods of training is carried out for the employees, the mean score (M=32.4, SD=4.04462) indicated that their replies varied between agree, disagree nor strongly agree. Averagely participants agreed that training is done in the organisation (classroom), they agreed that they receive feedback performance based on the job they do and their abilities, skills influences their performance. The other average varied between strongly agree and disagree that the training is done outside the organisation, that they do not achieve some training during off the job training.

#### **Descriptive Statistics**

| Category           | N  | Range | Minimum | Maximum | Mean    | Std. Deviation |
|--------------------|----|-------|---------|---------|---------|----------------|
| TandD_Total        | 55 | 19.00 | 26.00   | 45.00   | 38.6000 | 3.78887        |
| TNA_Total          | 55 | 17.00 | 33.00   | 50.00   | 42.1636 | 4.10854        |
| MTE_Total          | 55 | 20.00 | 21.00   | 41.00   | 32.4182 | 4.04462        |
| Valid N (listwise) | 55 |       |         |         |         |                |

**Table 4- Descriptive statistics showing range, minimum, maximum, mean, and standard deviation of training and development, training needs analysis and methods of training employees.**

#### **4.3.1 Correlational Analysis**

Correlation includes bivariate analysis which is used to assess the strength of weakness between two or more variables. Here, this analysis would investigate whether there is any relationship between training and development, training needs analysis and methods of training employees. This was done by using the Pearson correlation with two-tailed tests of significance to test the relationship between categorical variables. According to the results of the Pearson's correlation shown below, there is a positive significant correlation between training and development, training needs analysis and methods of training employees.

## Correlations

|             |                     | TandD_Total | TNA_Total | MTE_Total |
|-------------|---------------------|-------------|-----------|-----------|
| TandD_Total | Pearson Correlation | 1           | .612**    | .531**    |
|             | Sig. (2-tailed)     |             | .000      | .000      |
|             | N                   | 55          | 55        | 55        |
| TNA_Total   | Pearson Correlation | .612**      | 1         | .551**    |
|             | Sig. (2-tailed)     | .000        |           | .000      |
|             | N                   | 55          | 55        | 55        |
| MTE_Total   | Pearson Correlation | .531**      | .551**    | 1         |
|             | Sig. (2-tailed)     | .000        | .000      |           |
|             | N                   | 55          | 55        | 55        |

\*\*, Correlation is significant at the 0.01 level (2-tailed).

**Table 5- Correlation Between Training and Development, Training Needs Analysis and Methods of Training Employees**

The table above shows the correlation of rows and columns of each category. Here, we can say training and development, training needs analysis and methods of training employees are all significantly correlated. This indicated that there is a strength of association between the variables ( $r=0.612$ ) which is positive. The relationship is statistically significant as correlation is significant at 0.01 level (2-tailed). Thus, there is statistical evidence to claim that training and development, training needs analysis, and methods of training employees are positively related.

## 4.4 Qualitative Data Analysis- for Employees

In the survey questions provided for the participants, six open-ended questions were included to understand the employee's opinion and attitude regarding training and development in the company. Most of the questions asked were related to each research questions itemised in the study and the researcher identified themes and content to label the responses.

### 4.4.1 Any opinion/recommendation regarding the training needs analysis - Question 20

Only a few of the participants responded to question 20. Answers to this question are related to the themes of choice of interest, duration, and expansion. The duration was said to be the most used because the participants recommended that the training needs should



be done continuously. Most codes formed under the duration themes were frequent, constant, continuous, more than once, bi-annually. Other participants suggested that the training needs should be based on their choice of interest whereby there should be confluence and consultation of interest from the employees.

#### **4.4.2 How effective is the training procedure? – Question 30**

Almost half of the respondents agreed that the training procedure of the company is very effective. This means that all the training procedures done in the company produced a good result. Some respondents further went ahead to add that the training improves their confidence level and performance while little of them said is not so effective because it is more of theory-based and it is not well structured. One of the participants based its training done on-site to be very effective which helps to improve skills (hard and soft) but for desk related role it is mildly effective. The reason why effective was chosen as a theme was that it reoccurred most times from the replies.

#### **4.4.3 Any recommendations on the methods of training carried out- Question 31**

Out of all the 55 respondents, quite a few answered this question. The opinion of the participants relating to the theme was education and commended that online learning should be adopted. For example, a participant asserted “there are untapped opportunities in online training platforms which is less expensive and more self-paced therefore this will allow employees to work conveniently without being absent from work”.

#### **4.4.4 How has training program affected your performance/task in the organisation?**

Quite a lot (above average) responded to question 32. Answers to this question related to themes of development, career improvement. Among these themes, development was found to be the most important (intellectual skills, knowledge, improvement). Also, the theme for career advancement was important (performance, productivity, work output, quality).

#### **4.4.5 What would you add to improve on the training program?- Question 33**

The average response was gotten from the participants. Themes from this were a seasoned resource, technological tools, and interest. Codes for seasoned resource include (expert, experienced personnel, specialist, professionals). Answers relating to themes from interest

and technological tools (employee's choice, a balance between organisational goals and employees, personalized training, individual analysis, equipment).

#### **4.4.6 What would you remove from the training program?- Question 34**

Most respondents said they would not remove from the training therefore no theme was presented in this question.

#### **4.4.7 General impact of training and development in the enterprise- Question 35**

Most respondents answered question 35. They emphasized that training and development has a positive impact on the employees and the organisation Themes developed was performance appraisal and outcome. Under this theme were teamwork, innovative, timeliness, performance, focus, quality, morale, consistency, skill level/competence and confidence. Themes for outcome were (work output, result, higher productivity, profit orientation).

### **4.5 Research Interview- Managers**

The researcher mentioned in the previous chapter that qualitative and quantitative method would be used. The qualitative research (open-ended questions) for the employees has been and reviewed. Here, the researcher wanted to interview four managers from the company but could only interview three managers due to the recent pandemic situation happening. Each respondent was asked fifteen questions (Appendix) concerning training and development. The average time for the interview was between 25- 37minutes. Each interview was recorded, transcribed into a word document, and then transferred to excel.

From the analysis, the researcher referred to participants as participant 1, participant 2 and participant 3.

- The first participant is the Human Resource/Admin manager, age range between 26-40, currently undergoing her master's degree program and she has been working with the company for over 2 years plus.
- The second participant is a Project Manager, aged between 26-40. He has obtained his bachelor's degree and has been with the company for 6years.
- The third participant is a manager in the company between the age of 26-40 currently undergoing his master's program, been with the company for more than three years.

To carry the participant's along, question whether they have been trained as a manager before was asked. All the participants agreed to have been trained before and participant 1 backed it up by saying she attended several management trainings. A further question was put forward to start ahead with the conversations by asking them how it feels to be trained as a manager.

Participant 1 goes as thus *"it comes with a lot of challenges and responsibilities because I'm always aware of the fact that there are people who look up to me, who I must satisfy so I have to break it down to them"* while participant 2 stated that *"it feels good to be trained although some people have the inherent ability, I work in the construction industry so I happened to manage people, material and equipment on a daily basis to manage situation hence you need all the skills to endure you achieve maximal utility across board"*.

The main questions are as follows.

**Q1: When is training conducted for employees in your company?**

From the question asked above, participant 2 and 3 answers were quite corresponding to each other and asserted training is been done once in a year but there are situations where they might need employees to be trained so they assign people to undergo such training. In contrast, participant 1 (Human Resource Manager) said: *"we don't have a specific time because at the beginning of every year, what we usually do is we send out a training needs analysis based on the performance."* She also added that the training is a step by step process where performance management assessment is done for the employees to know where every employee is lacking be it communication, decision making or project management thereby giving an example of how they collaborate with a training company (JK Michaels) to decide on which training is best suitable for employees from the feedback assessment. Additionally, stated that *"it depends, a staff could have 3 trainings in a year, a staff could have 4 or 5 trainings a year so it's a full calendar year so by the beginning of every year, every staff knows what date he or she will go for training and the course title and modules"*.

**Q2: How important is training in your company?**

All three respondents agreed that training is very important in their company. Respondent 1 stated the key point they find out is their performance, how his/her performance has gotten better. Respondent 2 stated that *"we ensure everyone to achieve better productivity, their skill set is improved to achieve maximal utility"* and respondent 3 indicated that the

training has been able to expose personnel to real-life situation, practical aspect, and assist the organisation to achieve its main objectives. Responses from the interviews supported the opinion of Elnaga and Imran (2013) that training enhance competency, performance, and skills of the employees to enhance organisational productivity. Similarly, from what the respondents mentioned correlated with Walters and Rodriquez (2017) that training utilizes skills, attitudes which make them adapt to practical based situations.

**Q3: What type of needs analysis do you carry out in your company?**

Based on the type of analysis the company are involved, participant 1 stated that *“is strictly based on lacking areas that we find out that we were able to bring back from a point through our performance assessment.”* She stated it in question 1 where she mentioned lack of communication skills or decisional making skills from the employee/manager. All these skills have been said by the participant in the context of analysis is individual analysis.

From what the researcher could denote from participant 2 was that *“it depends on the capability of each participant”*. The individual capability still rounds up individual analysis but participant 3 could agree that *“all company should carry out the three analysis which has to do with the company’s analysis itself, it has to do with the task analysis and personnel or individual analysis”*. He further stated that every goal of a company is to achieve mission/vision, objective likewise individual competence and experience are important. The opinion of respondent three supported Balisi (2014) that task analysis, individual and organisation helps to determine the importance of training.

**Q4: Provide an example of a time when you successfully organized a group of people to accomplish a task through training.**

All the participants provided an example of a time where they achieved their task through training. Participant 1 gave an example of when they were supposed to handle a technology project in another state (Abuja) but were based in their headquarters (Lagos), thereby concluding that they had virtual meetings and series of training on 3D technology to accomplish their tasks.

Participant 2 provided an instance of a time where he organised training for all staff on how to prepare a work breakdown schedule basically on construction projects using software called Microsoft project and participant 3 stated that although they have lots of projects at

hand but if they are incapable to accomplish those task, they invite freelancers to put them through the task been given to them, train them with the help of experts to achieve those tasks.

**Q5: Is there a structured training and development process in your company?**

All respondents agreed that they have a structured process in their company. Moreover, participant 1 said *“yes we do but lately we have not for the past few months now, we have not implemented any for some basic reasons but we do have we have a structured training process. We start with the lower staff according to the hierarchy, as I mentioned earlier, the training needs analysis we do it for everybody, for all staff depending on who needs the training more, we start off with those set of people , also we have a structured training policy whereby when you come on board for the first time as a staff, we have onboarding training for you, where we train you on the policies of the organisation, services, let you know what we do.* She also added that every staff is always on a 6 months’ probation period but in the first 3 months they try to evaluate the performance of staff and it is in their policy in the organisation that all staff must be trained.

Participant 2 answered that although they have a structured process but there are situations when they need employees to embark on training are quite busy, so they try to select other employees to fill the training. Participant 3 indicated that *“training in the company’s culture is done to train all staff once in a year means it’s structured”*.

**Q6: If yes, can you please tell me more about how you go through with the process.**

From the question above, participant 1 had answered the process with question 5 above by expressing a training called onboarding training (training designed for new staff) for 6 months but in the first 3 months, they will try and evaluate their performance to know where they are lacking whether they would send them out for training. Participant 2 further added that *“once you are invited in, you are given a date for about 3 months prior and most times training on Mondays through Fridays from 9am ”*.

Participant 3 agreed with what participant 1 said and he gave an instance *“let’s use the fresh graduates as a case study here, they apply for job, after applying for job, if we are satisfy with their performance, result and all and we realise at the end of the day this person will add value to our organisation but if they are not competent enough, we send them out for training to experience what they will do ”*. From how a company should have structured

process, few participants confirmed Kokemuller (n.d) suggestion that a training program should have a precise detailed plan, time frame, responsibilities which leads to employee development than an unstructured one.

**Q7: What methods do you undergo when conducting the training? In the aspect of On-the-job training and Off-the-job training**

Only one participant was confused with the question, but the researcher tried to explain it to him. From this question, the researcher noted that participant 1 earlier mentioned a type of training they go through (on the job training and classroom training) in question 2 where she explained that *“on the job training is as you do your daily work, you have the line manager that you report to and there are different things that you learn in the course of your work that’s what we call on the job training.”* The researcher tried to ask regarding on the job training again and in terms of off the job training for the participant to understand better. She also added that a training called mentoring *“is where we could pick up a top management executive and we attach him/her to a fresher or an IT student”*. Respondent 1 and 2 both agreed on both methods (in the conference room, classroom, and off-site training) which was fully hands-on. They further said, *“it depends on the course and what we want to achieve”*. Participant 2 provided an example that Surveyors and Engineers are trained on-site while respondent 3 indicated that managers or head of departments train their subordinates, fresh graduates that even he as a manager are sometimes sent out to gain more experience. These replies from participants correspond with what Scott (2017) stated that employees who are willing to learn and have full hands-on experience are the greatest asset in an organisation.

**Q8: How has the methods impacted the employees positively or negatively?**

All participants specified that the training methods have an influence on their employees positively whereby participant gave an example of their IT students coming back to the company and she stressed that *“Training is not something that ends, it’s a life-long process”*.

Participant 2 *“it has to be positive because we have no room for error so like I said they are always adequately supervised so basically we try to preach proactive planning in our organisation because in construction, if you don’t do that, you are already planning to fail”*

while participant 3 stated the methods had assisted them a lot to accomplish a task and goals of the organisation.

**Q9: In the aspect of giving employee feedback about their performance, how did it help to improve in their job/task?**

Answers relating to participant 1 and 2 correspond to each other where they both mentioned when they notice employees made mistakes, they try to see where they are lacking, try to encourage them to ensure mistakes are not been made again. Participant 2 added that the feedback after their performance gives them confidence, they need to improve on the job.

**Q10: What can you say about training and development generally?**

Respondent 1 made the researcher believed that training is a continuous process that cannot be stopped and explains how their boss trains, motivates its employees although made a point that training is cost-effective which cannot be done when funds are not available but they try to organise their in-house training.

Respondent 2 commended that training is quite good and brings better productivity in individuals. He further mentioned that *“for every individual who undergoes training free or not, the person has the obligation to implement those ideas, those training methods properly and adequately in his work basically regardless of the industry you are in, one should train you how to find a way to implement it”* while respondent 3 said training and development generally help to accomplish the task at the designated time and boost employees morale. All the respondent’s view is quite positive to Ekaterini (2009) which says training is one of the credible methods that increase employee’s productivity. Likewise, Obi-Anike and Ekwe (2014) discussed that training should be provided for the employees to challenge, inspire, and motivate them to boost their morale.

**Q11: How as training/learning improve you as a manager to your organisation?**

The first respondent stated that as a manager, it has helped her to learn a lot about another role entirely, she specifically stressed how communication has helped with her team, how to motivate her team better while respondent 2 replied how training has developed him massively by saying *“To manage, you need the right temperament. The most difficult aspect of management is managing people so you need the right temperament, you deal with different people, with different characters on a daily basis and you need to ensure you*

*get value for your money because you are paying them on a daily basis so you know the right temperament. So what training does for you is to always see your goal, you have to see the goal, you have to ensure despite all the challenges you will face when dealing with human beings, you keep your eye on the ball and achieve what you want to achieve. So, training keeps you on deck, training makes you better at decision making and proactive planning.”.* The statement made by this respondent convinced the researcher on how training has improved participant 2 enormously.

Respondent 3 said through training, he has been exposed to the various department to understand the activities they do generally in the various department.

**Q12: How has training program affected your employees in the organisation?**

Here, all the respondents commended that the training has affected their employees positively. Respondents 2 and 3 agreed that it gives the employees the confidence they need to handle certain situations.

**Q13: What would you add to improve on the training program?**

The only suggestion participant 1 made was that management of the company should set aside funds for continuous training because training itself is a continuous process although its cost-effective and explained that people are your greatest assets, if one does not develop then, return on investment will be low. Participant 2 suggested for the increment of training twice a year, bring in more experienced hands that can deal with real-life situations and be a bit more focused on site problems would be good while participant 3 believed that since they are achieving there desired goal/result, nothing should be added.

**Q14: What would you remove from the training program?**

Even though participant 1 and 3 said there is nothing to remove from the program, participant 2 contrasted with that. Participant 2 mentioned that theoretical based are too verbose, the company should try to use the formula aspect for people to grasp and implement but participant 3 just indicated the relationship between the head of department and subordinates that before the end of the training program (they tend to switch from formal to informal) but can be fixed since it is within the organisation.



#### **Q15: General impact of training and development in the enterprise.**

Both respondent 1 and 3 could support that training boost morale and has made staff motivated (they feel important that the company has an interest in their development) thereby helping them to understand their jobs better and deliver at the right time to achieve its overall objectives while respondent 2 called training a preventive measure in their industry which helps to reduce waste thereby ensuring that member of staff is on top of their game to make sure the bottom line is always positive.

A question was introduced to the participants to be sure whether the researcher has asked all the questions that were supposed to be asked regarding training and development, respondent 1 and 2 said no questions that the researcher has been able to cover some good areas as regards to training although respondent 3 agreed but said: *“if I’m to talk about this again, probably maybe the limitation of training and development in general not the program itself but you know it is expensive to run”*. He further revealed that off-the-job training is very expensive, sending managers for training (transport and all other expenses).

#### **4.6 Discussion of Findings**

This section will, therefore, connect from the results of the qualitative and quantitative data conducted by the researcher to the research objectives and the literature review. It will also examine the result between the three variables listed in the analysis and feedback gotten from the participants. These findings will compare the opinion of both the employees and managers of MC&T Limited.

##### **4.6.1 Result for research objective 1**

From the objectives of the research study aims to examine how training needs are analysed in MC&T Limited. For every organisation, training needs analysis should be the first procedure to ensure employees strength and skills to achieve the company’s goals. From Ludwikowska (2018) view, confirmed that this analysis is the basis of all training activities and the company must identify what employees understand, what they can do to know what type of training the employee needs. According to Denby (2010), training needs analysis is an essential activity that helps to design training programs and analysing the organisational desired result. To examine the first objective, the researcher conducted a descriptive statistical analysis from the training needs analysis total scale from the questions. From the findings, training needs analysis subscale had a mean score of 42.1636

and standard deviation of 4.10854. The mean score of the training analysis is the highest mean score among the training and development total and method of training employees. This result from the survey questions from the employees implies that the company (MC&T Limited) recognizes the needs of the employees, job/task of the employees and organisational needs. Although from the interview done for the three participants, all the participants agreed to identify the needs, capability of the individual by performing training needs assessment for the employees to know the areas they are lacking. Participant 3 further added that the company objectives and work is done by an individual are important. By comparing what employees and managers have stated, the researcher's view concluded that training needs analysis is been conducted in the company based on the fact that the Human Resource Manager indicated that in her response in question 1 before asking her the main question about needs analysis in question 3. It is of the opinion that both employees and managers view corresponded with each other.

#### **4.6.2 Result for research objective 2**

The second research objective was to ascertain if the enterprise has a well-defined training and development plan for the employees. From the result analysed above for training and development subscale, descriptive analysis was also used; the mean score is 38.6 and standard deviation is 3.78887. The employee's perspective from the questionnaire was that they strongly agreed that training is important, helps them to be more productive, has an influence on them and the company; and agreed that the organisation set up a structured training process. Similarly, all replies from the interviewees agreed to have a structured training process. Kulkarni (2013) clarified that the process of training involves assessment of training and development needs, designing, implementation and evaluation; all this procedure should be done in an orderly manner to achieve its expected results. This process is related to Mathis & Jackson (2008) process identified in the literature review. By comparing both employees and managers responses, the researcher could observe that the process of training is not well followed. Although, the first procedure which was training needs was specifically noted but training design method was not monitored. The researcher stated in its literature review that learning is a continuous process by Marthis & Jackson (2008) in which the company (MC&T Limited) training is been conducted once in a year. Likewise, Salas *et al.*, (2006) cited in literature review stated that learning principles are important but organisational characteristics, individuals, instructional methods must be considered when designing training. The second reason the researcher noted was from

respondent 2 in the interview where he stated that some of the training content is too theoretical which the training supposed to be real-life challenges and make sure people are updated to what is going on around there industry. Further research may want to examine the influence on how training design affects the organisation.

#### **4.6.3 Result for research objective 3**

This objective tends to determine the methods or techniques used in training the employees of MC&T Limited. Different techniques are used in a different organisation depending on what mode of delivery the employees understand. From the statistical analysis, the mean score was 32.4182 which was the lowest score between the objectives 1 and 2 above and standard deviation of 4.04462. The results from the employee's responses were that they agreed training is done in the classroom although, from the manager's replies, participant 1 & 3 stated on the job training (mentoring), participant 2 (conference room) they all said it depends on the job responsibility of such employee and that these methods have impacted their employees positively. As a construction company, some employees might be needing on-site training to gain more experience while some might willing to learn in the classroom but from the open-ended questions regarding any suggestion on training methods, respondents answered that online learning platform should be adopted, training programmes should be structured with schedules which should be corresponding to the improvement and employees practices Comparing both the managers and employee views made the researcher to believe that the MC&T limited are involved in both on the job and off the job training and all organisation cannot practise all the techniques of training but must make sure the methods are appropriate for the employees.

#### **4.6.4 Result for research objective 4**

This purpose helps to determine if training and development affect employee performance. All organisation that is involved in training tends to accomplish goals and employee development. The questions generated under this objective was an open-ended question for the employees to express their minds and opinions on how effective training is, what they can add and remove from the training program, how it influences their performance and general impact of training and development in the company. Firstly, most of the responses gotten from the survey question about how effective the company's training plan is; the researcher had the most repeated theme known as "effective" whereby some employees added that it helped to build up their confidence level, skill development, productivity,

improvement in performance. Most of the replies are connected to what managers commended on for themselves and the employees. For what they could add to the training program, themes mentioned was a seasonal resource, technological tools, and interest. On the other hand, the employees said there is nothing they would remove but from the managers' view, a participant talked about how the approach is too theoretical based that the company (MC&T) should try to eradicate that from the program. Rodriguez & Walters (2017) acknowledged that all organisation has its obligation to improve performance by executing an effective program for the employees while Elnaga & Imran (2013) added that it is not only performance that its affecting but been efficient and productive in the company to achieve there desired goals. Similarly, it was identified in the literature review that effective communication between employees increases teamwork, morale, productivity which leads to job satisfaction. Following the comparison between the employee survey answers and managers responses, there has been a positive impact on the employees, tasks, managers in MC&T Limited.

The researcher was able to move further to determine whether there is an association between the three subscales (training and development total, training needs analysis total and methods of training employee total) by using Pearson correlation. From the researcher's results, it was revealed that there is a correlation between the three variables ( $r=0.612$ ) is positive. The relationship is significant as correlation is significant at 0.01 level (2-tailed).



**Figure 16: Positive Impact between research objectives, questionnaire, and result**

From the diagram above shows the link between the research objectives of the study, and the questionnaire (quantitative survey questions and qualitative interviews). The association shows that both objectives and subscales (variables of the question) have a

positive impact on the result (findings). The researcher, therefore, concluded that this creates a strong association between both.

With regards to all the objectives, questionnaire, research questions for the small-medium enterprise (MC&T), it was discovered that the employees have reacted very well to the training they receive at their place of work. The training has brought about increase in productivity, skills, confidence to the employees. This shows that there has been a positive impact of training and development of employees in the small-medium enterprise. Although, the researcher believes it depends on the type of enterprise the employee is working with.

#### **4.7 Conclusion**

The chapter aimed was to focus on the findings from the survey questions sent to the employees of MC&T and interviews that were conducted using SPSS and excel to develop themes and content (instances) were given from the discussions. It is accurate and clear from the findings of the three variables or subscales (training needs analysis, methods of carrying out training for the employees, training, and development) are significantly correlated to each other. Also, by comparing the employees view from the open-ended questions to what managers discussed in the interview, most of the replies, therefore, correlate to the responses. Although, been said they have structured training process, they also recommended that training should be a continuous process in the company and that been a construction company, the organisation should be able to seek the interest of employees to the area of training and development which is aimed to balance and function properly between organizational goals, employee's role and employee's interest that at the intersection of this three lies the best value-added talent investment. The researcher further noticed that though they have process regarding training, but the procedure is not well structured in the terms of learning concept/content. The subsequent chapter will, therefore, conclude by summarising the implication of the findings, limitations of the research, recommending further practise and conclusion of the training and development.

## **5 CONCLUSION**

### **5.1 Overview**

This chapter presents the implication of findings, limitations of the study, a recommendation for further study. The purpose of the research study was to explore the impact of training and development on employee performance in a small-medium enterprise: using a case study of Migliore Construction & Techniche Limited. This was achieved by reviewing different previous research journals, articles, books written on the topic. The suggestions would, therefore, include further research relating to the impact of training and development on employee performance in Migliore Construction & Techniche in the study.

### **5.2 Implication of Findings for the Research Questions**

The researcher's findings from the analysis respond to most of the research questions (how training needs are examined, methods of training employees, impact of training and development). Though, based on research question 2 which talked about whether they have structured training and development process, employees and managers agreed to the statement, but the researcher noted few employees stated that training programmes should be structured with schedules from the open-ended questions. Also, participant 2 indicated that content should not be theoretical based all through the training because in the construction sector, employees should be updated and exposed to what is going on around. The construction sector is the foundation of buildings, infrastructure, and employment to people. This same sector requires constant training and technological tools to be able to produce an achievable outcome. The implication of the results recommended that Migliore Construction & Techniche Limited should set aside a budget for continuous training, provide effective equipment and hands-on experienced expert for the company. Overall, the researcher concluded that the study is appropriate for understanding the phenomenon it examined.

### **5.3 Limitations of the Research**

The research discovered several limitations regarding this research study. One of the key limitations was that the researcher wanted to send a form of questionnaire document through email to the company but due to the current pandemic situation happening around, the questions were sent through a web link. Also, for the interview settings, the researcher

was notified that she could interview 5 managers to get solid information about the situation of the company, but the researcher was able to complete 3 interviews because of the situation. All the participants had their interviews at their respective homes although there was a little interrupted background, sounds, network but the researcher was able to complete the 3 interviews.

The second limitation that occurred during the study was the mixture of the research approach. The researcher used both quantitative analysis and qualitative analysis. From surveys collected using quantitative analysis, with few open-ended questions, the researcher found it quite challenging to use the SPSS and to develop themes for the research. It took the researcher a lot of time to learn about data input and classifying reoccurring themes. In future research, researchers might want to focus on either qualitative or quantitative analysis depending on the limited amount of time for the research. Although, based on the topic presented for this research, the best option is to use both methods to obtain more information from both managers and subordinates.

## **5.4 Recommendation for Practice**

This section includes a few recommendations for organisations and is centred around the research study. Although, the findings have been stated in the research analysis, but an in-depth recommendation would be given below.

### **5.4.1 Continuous Training and development**

Using a company as a case study to determine whether they offer training, it was shown that the company organises training every year for the employees; the employees agreed to the training been offered. The same employees advised that training should be done frequently for them. It is recommended that continuous training should be done more than once to create a better workforce and achieving organizational goals. The researcher's suggestion in terms of constant training supported Winterton's (2000) study that continuous training should be focused on to accomplish company's strategy. Although for a small-medium enterprise, the cost of training is quite expensive but the more experience/continuous training the employees are involved in, the better chance of a successful growing organisation.

#### **5.4.2 Structured training and development procedure**

From the case study applied to this research, the construction company undergo a training and development process, but a structured process was not classified. For example, few respondents from the open-ended responses suggested that their program should be structured in a way that would be suitable for the interest of all the employees. Besides, a participant from the interview complains about how the learning content of the company is too theoretical in terms of the training design. It is advised that every organisation should follow a coherent training procedure for every employee towards the success of the firm.

#### **5.4.3 Training Opportunities**

It is rare in Nigeria to have a chance to explore training in different kinds of industry one finds himself most especially a small-medium enterprise due to how expensive such training is. Having an opportunity to train an individual helps the individual to be more exposed, experienced, new learning opportunity about a course/sector and most importantly having an edge over other competitors. It is suggested that more opportunities should be opened to involve employees in professional activities such as conferences and seminars irrespective of the organisation with a more experienced expert or professionals to teach the employees. Also, for the professional body or company offering those opportunities should make it less expensive for individuals. This will expand the knowledge base of the employees and become more innovative in their products and strategies.

#### **5.4.4 Training in Group Activities**

Training/ interaction in a group is an essential activity. For instance, when the researcher was still in her undergraduate study, most of the activities or assignments were done individually but during her master's degree, she was opened to different group activities, which helped her not just learning in the particular course but also learn from her peers in terms of ideas, culture, experience from intellectual colleagues during group work. It is recommended that training should be structured to be more of group activities of learning and discussions rather than individual.



## **5.5 Recommendations for Future Research**

Because training and development have been carried out by different researchers, it is still considered as the most essential in all organisation in Human Resource perspective. This research study is focused on a case study using a company precisely Migliore Construction & Techniche Limited, which is a construction sector in a small-medium enterprise. Further researchers can conduct this study using other sectors in a small-medium enterprise to ensure how training is been designed or structured for their employees or what can be done to ensure continuous training development in all sectors. Also, other studies may want to examine the effect of how training design affects the organisation.

## **5.6 Final Conclusion and Reflection**

Training is an important aspect of human resource management. Training, learning, and developing oneself is a significant part of life. Every individual opportune to train himself/ been trained by an organisation should be dedicated to it because it contributes a positive impact in one's role. Positive impact like improved skills, performance, knowledge, and dynamic capabilities. All these should be integrated into learning with practice to achieve organisational goals. It is also known that construction sector in developing and developed countries promote economic development and sustainability thereby ensuring training to be less expensive and providing efficient tolls for their operational activities. The purpose of training should be well-defined in any small-medium enterprise.

Above all, the goal of this topic was to examine the impact of training and development on employee's performance in a small-medium enterprise (a case study of a construction sector in Nigeria). This was achieved through literature review from journals, articles, books about the topic. The research aims ere about the foundation of training needs analysis, the process of training and development, methods of carrying out training for the employees through various on the job training or off the job training and how it has influenced the company whether negatively or positively. The methods used were quantitative and qualitative data whereby quantitative was used in form of SPSS by running a descriptive statistical analysis and qualitative by creating themes and content in the form of text, conversations from the participants.

From the analysis and findings on this topic, the researcher was able to provide an in-depth meaning by comparing opinions of both the employees and managers of an organisation

which proves a positive impact on the performance of the employees and the organisation. This research is significant in different ways. First, it supports the previous studies on investigating the impact of training and development on employees. In addition, it was discovered the organisation conduct the first process which is the training needs analysis which the researcher does not even know about before she began the topic. What excites the researcher was that most of the employees recommended how they would like continuous training to help improve their skills, opportunities in their career and the organisation itself. Organisations should, therefore, continue to provide necessary training for their employees to ensure maximum satisfaction. From the employee's opinion, they should be able to provide all the necessary tools and equipment to make sure they have outstanding work and that they should be able to seek the employee choice of interest in the job they do. Lastly, their mode of delivering content should be straight and understandable not using theories to bore the training program.

The most interesting part about completing this dissertation was given another opportunity to be exposed and learn new aspect throughout my research topic. At first, I was confused about what type of topic to choose that would best fit when I begin my career especially in the aspect of human resource management. I remembered how I did my internship in a small-medium enterprise (stock/financial sector) and how I observed then that training was not done in the organisation which created a negative effect before I completed my internship. With the practical experience and knowledge from my course, the dissertation would be of great benefit in my career.

During my research, I was faced with a challenge of how to analyse my survey result through SPSS and excel because it was like another aspect of learning that I must learn. Basically, I would go to school, meet my quantitative lecturer to guide me on it or have a meeting with my colleagues for guidance but because of the pandemic situation going on, it was really difficult for me to learn. Sending lots of emails to my supervisor and quantitative lecturer on how to analyse my data without knowing anything about it and of course, limited amount of time was challenging. Through the recommendation of my supervisor, quantitative lecturer, YouTube videos, I was able to surmount. After completing both analyses, I found that it would be my interest to spend more time later in the future to learn about statistics. Carrying out this research has given me the opportunity to learn and understand, make meanings about people's opinions in different context especially in the aspect of human resource. This result has given me a different perception

that I will not just benefit and use from but will allow me to improve in the organisation I work for and further research study I want to conduct later in future.

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## **Appendices**

### **Appendix A –**

#### **EMPLOYEES CONSENT & SURVEY QUESTION**

Thank you for participating in this questionnaire. My name is Shakirat Adefowora Quadri. This research is part of my master's dissertation as a requirement in the faculty of Graduate Business School, International Business in Griffith College. My main purpose of this research is to examine how Training and Development influences the Employee Performance in a Small Medium sized Enterprise.

Your involvement in this research is voluntary. You may choose not to participate in this questionnaire, and you can also extract from it at any time. These questions will take about 10 to 15 minutes and personal information such as name, email address or phone number will not be asked.

I hereby confirm that I am aware that the data that will be collected from the participant will be anonymous and the data will be saved in a private file of the researcher. All the data saved will be password protected to ensure confidentiality. This will be destroyed immediately after I have completed my full Dissertation in completion of my master's degree in International Business and submitted to Griffith College.

If you have concerns about this study and wish to contact a member the faculty. Please contact:

*Dr. Garrett Ryan,  
Griffith College Research Ethics Committee  
South Circular Road, Dublin, Ireland.  
Mail: [garrett.ryan@griffith.ie](mailto:garrett.ryan@griffith.ie)*

**NOTE: A copy of Ethics form and plain language will be made available on request via the email address below**

**Email: [shakiratquadri2@gmail.com](mailto:shakiratquadri2@gmail.com)**

**PLEASE TICK YOUR APPROPRIATE RESPONSE BELOW FOR YOUR PARTICIPATION IN THIS SURVEY**

- ☐ YES
- ☐ NO

#### **Demographic Information**

1. Gender
  - ☐ Male
  - ☐ Female
2. Age
  - ☐ 25 or below
  - ☐ 26- 40years
  - ☐ 41-49years

- 50years and above
- 3. For how long have you been working in the company?
  - Less than 1 year
  - 1-5 years
  - 5-10years
  - 10years and above
- 4. What is your educational level?
  - University Degree
  - Master's Degree
  - Doctorate degree
  - Others
- 5. Department in the company

.....

- 6. What are your intentions for working with the company?
  - Salary
  - Career opportunities
  - Learning and Training Opportunities
  - Area of specialization
  - Student
  - Graduate
  - Others (please specify)

### **Questions on Training and Development**

Have you been trained before? Y/N

Please choose the following statement:

- 1- Strongly disagree, 2- Disagree, 3- Do not know, 4- Agree, 5- Strongly Agree
- 1. Training programs aligns with the objectives of the company.
  - Strongly disagree
  - Disagree
  - Do not know
  - Agree
  - Strongly Agree
- 2. The organisation organizes a structured training and development program.
  - Strongly disagree
  - Disagree
  - Do not know
  - Agree
  - Strongly Agree
- 3. Training is conducted every year for the employees.
  - Strongly disagree
  - Disagree

- Do not know
  - Agree
  - Strongly Agree
- 4. Training is important to me
  - Strongly disagree
  - Disagree
  - Do not know
  - Agree
  - Strongly Agree
- 5. Training employees helps to be more productive
  - Strongly disagree
  - Disagree
  - Do not know
  - Agree
  - Strongly Agree
- 6. Training helps me to improve better in my job
  - Strongly disagree
  - Disagree
  - Do not know
  - Agree
  - Strongly Agree
- 7. Training and development impact your organisation
  - Strongly disagree
  - Disagree
  - Do not know
  - Agree
  - Strongly Agree
- 8. Training and development impact the employee itself
  - Strongly disagree
  - Disagree
  - Do not know
  - Agree
  - Strongly Agree
- 9. You are satisfied with the training and development provided
  - Strongly disagree
  - Disagree
  - Do not know
  - Agree
  - Strongly Agree

#### **Questions on Training Need Analysis**

- 10. The organisation identifies training needs of employees.
  - Strongly disagree

- Disagree
  - Do not know
  - Agree
  - Strongly Agree
11. The organisation analyses its employees through the job/task done
- Strongly disagree
  - Disagree
  - Do not know
  - Agree
  - Strongly Agree
12. The analysis is based on the organisation's needs
- Strongly disagree
  - Disagree
  - Do not know
  - Agree
  - Strongly Agree
13. Any analysis done improves my performance
- Strongly disagree
  - Disagree
  - Do not know
  - Agree
  - Strongly Agree
14. Effective communication is important to me
- Strongly disagree
  - Disagree
  - Do not know
  - Agree
  - Strongly Agree
15. Training is according to individual analysis based on the department.
- Strongly disagree
  - Disagree
  - Do not know
  - Agree
  - Strongly Agree
16. Teamwork yield progressive reports
- Strongly disagree
  - Disagree
  - Do not know
  - Agree
  - Strongly Agree
17. I demonstrate critical thinking skills about a project in a business
- Strongly disagree
  - Disagree
  - Do not know

- Agree
- Strongly Agree

18. Your skills enable you to come up with innovative solutions to problems

- Strongly disagree
- Disagree
- Do not know
- Agree
- Strongly Agree

19. I am pleased with my communication and interpersonal skills

- Strongly disagree
- Disagree
- Do not know
- Agree
- Strongly Agree

20. Any opinion/recommendation regarding the training needs analysis.

.....

### **Questions on Method of training employees**

21. Training is done personally

- Strongly disagree
- Disagree
- Do not know
- Agree
- Strongly Agree

22. Training is done in the classroom

- Strongly disagree
- Disagree
- Do not know
- Agree
- Strongly Agree

23. Distant learning is done for the employees

- Strongly disagree
- Disagree
- Do not know
- Agree
- Strongly Agree

24. Training is done outside the organization

- Strongly disagree
- Disagree
- Do not know
- Agree

- Strongly Agree
- 25. On the Job training improves my skills and knowledge at work
- Strongly disagree
- Disagree
- Do not know
- Agree
- Strongly Agree
- 26. I gain more doing off the job training
- Strongly disagree
- Disagree
- Do not know
- Agree
- Strongly Agree
- 27. You receive feedback performance based your work
- Strongly disagree
- Disagree
- Do not know
- Agree
- Strongly Agree
- 28. You are satisfied with the training technique in your organisation
- Strongly disagree
- Disagree
- Do not know
- Agree
- Strongly Agree
- 29. Individual sense of ability has impact on your performance
- Strongly disagree
- Disagree
- Do not know
- Agree
- Strongly Agree
- 30. How effective is the training procedure?

.....

- 31. Any recommendations on the methods of training carried out

.....

### **Open ended questions**

- 32. How has training program affected your performance/task in the organisation?

.....

- 33. What would you add to improve on the training program?



.....

34. What would you remove from the training program?

.....

35. General impact of training and development in the enterprise.

.....

## **Appendix B –**

### **IMPACT OF TRAINING AND DEVELOPMENT OF EMPLOYEE PERFORMANCE IN A SMALL MEDIUM ENTERPRISE**

#### **IN-DEPTH INTERVIEW QUESTIONS**

##### **Demographic Information**

**1. Gender**

- ☐ Male
- ☐ Female

**2. Age**

- ☐ 25 or below
- ☐ 26- 40years
- ☐ 41-49years
- ☐ 50years- above

**3. For how long have you been working in the company?**

- ☐ Less than 1 year
- ☐ 1-5 years
- ☐ 5-10years
- ☐ 10yrs and above

**4. What is your educational level?**

- ☐ University Degree
- ☐ Master's Degree
- ☐ Doctorate degree
- ☐ Others

**5. Position in the organisation**

.....

##### **Questions on Training and Development**

Have you been trained as a manager before? Y/N

1. When is training conducted for employees in the company?
2. How important is training in your company?
3. What type of needs analysis do you carry out in the organisation?

4. Provide an example of a time when you successfully organized a group of people to accomplish a task through training.
5. Is there a structured training and development process in your company?
6. If yes, can you please tell me more about how you go through with the process.
7. What methods do you undergo when conducting the training? In the aspect of On-the-job training and Off-the job training
8. How has the methods impacted the employees positively or negatively?
9. In the aspect of giving employee feedback about their performance, how did it help to improve in there job/task?
10. What can you say about training and development generally?
11. How as training/learning improve you as a manager to your organisation?
12. How has training program affected your employees in the organisation?
13. What would you add to improve on the training program?
14. What would you remove from the training program?
15. General impact of training and development in the enterprise.

### Appendix C

#### For how long have you been working in the company?

|       |                  | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------------|-----------|---------|---------------|--------------------|
| Valid | Less than 1 year | 12        | 21.8    | 21.8          | 21.8               |
|       | 1-5years         | 36        | 65.5    | 65.5          | 87.3               |
|       | 5-10years        | 6         | 10.9    | 10.9          | 98.2               |
|       | 10yrs&above      | 1         | 1.8     | 1.8           | 100.0              |
|       | Total            | 55        | 100.0   | 100.0         |                    |

### Appendix D

#### What is your educational level?

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | University Degree | 31        | 56.4    | 56.4          | 56.4               |
|       | Master's Degree   | 21        | 38.2    | 38.2          | 94.5               |
|       | Others            | 3         | 5.5     | 5.5           | 100.0              |
|       | Total             | 55        | 100.0   | 100.0         |                    |

### Appendix E

#### Department in the company

|       |                         | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid |                         | 4         | 7.3     | 7.3           | 7.3                |
|       | Human Resource          | 5         | 9.1     | 9.1           | 16.4               |
|       | Accounting              | 2         | 3.6     | 3.6           | 20.0               |
|       | Graduate trainee        | 1         | 1.8     | 1.8           | 21.8               |
|       | Site engineer           | 2         | 3.6     | 3.6           | 25.5               |
|       | Storekeeper             | 1         | 1.8     | 1.8           | 27.3               |
|       | Marketing               | 2         | 3.6     | 3.6           | 30.9               |
|       | Design                  | 1         | 1.8     | 1.8           | 32.7               |
|       | Deputy Administrator    | 2         | 3.6     | 3.6           | 36.4               |
|       | Maintenance             | 1         | 1.8     | 1.8           | 38.2               |
|       | Monitoring & Evaluation | 1         | 1.8     | 1.8           | 40.0               |
|       | Steelwork               | 1         | 1.8     | 1.8           | 41.8               |
|       | Construction            | 11        | 20.0    | 20.0          | 61.8               |
|       | Recordtaking            | 1         | 1.8     | 1.8           | 63.6               |

|                    |    |       |       |       |
|--------------------|----|-------|-------|-------|
| Customer service   | 2  | 3.6   | 3.6   | 67.3  |
| Commerce & billing | 1  | 1.8   | 1.8   | 69.1  |
| Project management | 7  | 12.7  | 12.7  | 81.8  |
| Health & safety    | 1  | 1.8   | 1.8   | 83.6  |
| Quantity surveying | 3  | 5.5   | 5.5   | 89.1  |
| IT                 | 2  | 3.6   | 3.6   | 92.7  |
| Technical          | 1  | 1.8   | 1.8   | 94.5  |
| Engineering        | 1  | 1.8   | 1.8   | 96.4  |
| Management         | 2  | 3.6   | 3.6   | 100.0 |
| Total              | 55 | 100.0 | 100.0 |       |

### *Appendix F*

#### **What are your intentions for working with the company?**

|       |                                     | Frequency | Percent | Valid Percent | Cumulative<br>Percent |
|-------|-------------------------------------|-----------|---------|---------------|-----------------------|
| Valid | Salary                              | 2         | 3.6     | 3.6           | 3.6                   |
|       | Career Opportunities                | 34        | 61.8    | 61.8          | 65.5                  |
|       | Learning& Training<br>opportunities | 17        | 30.9    | 30.9          | 96.4                  |
|       | Area of specialization              | 2         | 3.6     | 3.6           | 100.0                 |
|       | Total                               | 55        | 100.0   | 100.0         |                       |

## **Appendix G- SAMPLE OF A PARTICIPANT'S RESPONSE**

I: Okay sir, so basically, what can you say about the training and development generally?

R: Well, training really brings better productivity in individual so that is what it should bring. so for every individual who undergoes training free or not, the person has the obligation to implement those ideas, those training methods properly and adequately in his work basically regardless of the industry you are in, one should train you how to find a way to implement otherwise it's all for not so training is something all organisations I'm sure instill in their employees because no organisation wants the intellectual abilities and capacities of the employees to go to waste and you don't want to be on a level foot you have to keep stepping up on the curve where productivity is speaking now so is good is quite good.

I: Okay, okay sir. As a manager, like as a project manager, how has the learning and training improved you?

R: Myself? Massively, massively, it has. To manage, you need the right temperament. The most difficult aspect of management is managing people so you need the right temperament for that, for materials and equipment those are quite easy because they don't speak you want to do your proper analysis, you know what you need, you request for what you need way ahead but for people, you deal with different people, with different characters on a daily basis and you need to ensure you get value for your money because you are paying them on a daily basis so you know the right temperament. So what trainings does for you is to always see your goal, you have to see the goal, you have to ensure despite all the challenges you will face when dealing with human beings, you keep your eye on the ball and achieve what you want to achieve. So training keeps you on deck, training makes you better at decision making and proactive planning.

## Appendix H- SAMPLE OF THE QUANTITATIVE DATA DONE ON SPSS

| Analysis.sav [DataSet1] - IBM SPSS Statistics Data Editor                     |    |        |     |         |           |            |            |         |      |      |      |      |      |      |      |      |      |      |   |
|---|----|--------|-----|---------|-----------|------------|------------|---------|------|------|------|------|------|------|------|------|------|------|---|
| File Edit View Data Transform Analyze Graphs Utilities Extensions Window Help |    |        |     |         |           |            |            |         |      |      |      |      |      |      |      |      |      |      |   |
| 41: qtd5 5  |    |        |     |         |           |            |            |         |      |      |      |      |      |      |      |      |      |      |   |
|   | ID | Gender | Age | Working | Education | Department | Intentions | Trained | qtd1 | qtd2 | qtd3 | qtd4 | qtd5 | qtd6 | qtd7 | qtd8 | qtd9 | qtn1 | q |
| 1   | 1  | 1      | 1   | 2       | 1.1       |            | 2          | 1       | 4    | 4    | 5    | 5    |      | 4    | 5    | 5    | 5    | 5    | 4 |
| 2   | 2  | 1      | 2   | 3       | 1.3       |            | 2          | 1       | 5    | 4    | 4    | 5    | 5    | 5    | 5    | 5    | 5    | 5    | 5 |
| 3   | 3  | 2      | 2   | 2       | 1.1       |            | 2          | 1       | 4    | 4    | 4    | 5    | 5    | 4    | 4    | 5    | 2    | 2    |   |
| 4   | 4  | 1      | 2   | 3       | 2.2       |            | 3          | 1       | 4    | 4    | 3    | 5    | 5    | 5    | 5    | 5    | 3    | 3    |   |
| 5   | 5  | 2      | 2   | 2       | 1.4       |            | 3          | 1       | 4    | 4    | 4    | 5    | 5    | 4    | 5    | 4    | 2    | 4    |   |
| 6   | 6  | 1      | 1   | 1       | 2.2       |            | 2          | 1       | 5    | 4    | 5    | 1    | 5    | 5    | 5    | 5    | 5    | 5    |   |
| 7   | 7  | 1      | 2   | 2       | 4.5       |            | 2          | 1       | 5    | 4    | 2    | 5    | 5    | 4    | 5    | 5    | 4    | 4    |   |
| 8   | 8  | 1      | 2   | 2       | 1.3       |            | 2          | 1       | 5    | 5    | 3    | 5    | 5    | 5    | 5    | 5    | 2    | 4    |   |
| 9   | 9  | 1      | 2   | 2       | 1.6       |            | 3          | 1       | 4    | 4    | 4    | 5    | 4    | 5    | 4    | 4    | 5    | 4    |   |
| 10  | 10 | 1      | 2   | 2       | 1.7       |            | 2          | 1       | 5    | 4    | 2    | 4    | 4    | 4    | 4    | 4    | 3    | 4    |   |
| 11  | 11 | 2      | 2   | 2       | 1.2       |            | 3          | 1       | 4    | 4    | 4    | 4    | 5    | 5    | 5    | 5    | 4    | 4    |   |
| 12  | 12 | 1      | 2   | 1       | 1.2       |            | 2          | 1       | 4    | 4    | 5    | 5    | 5    | 5    | 5    | 5    | 5    | 5    |   |
| 13  | 13 | 1      | 3   | 3       | 1.2       |            | 3          | 1       | 4    | 4    | 2    | 4    | 5    | 5    | 4    | 5    | 4    | 4    |   |
| 14  | 14 | 1      | 2   | 2       | 2.2       |            | 4          | 1       | 4    | 4    | 3    | 5    | 4    | 5    | 4    | 5    | 4    | 4    |   |
| 15  | 15 | 1      | 2   | 2       | 1.8       |            | 2          | 1       | 5    | 5    | 4    | 5    | 5    | 5    | 5    | 5    | 4    | 4    |   |
| 16  | 16 | 1      | 2   | 1       | 1         |            | 2          | 1       | 5    | 4    | 4    | 5    | 5    | 5    | 5    | 5    | 4    | 4    |   |
| 17  | 17 | 1      | 2   | 2       | 1.2       |            | 2          | 0       | 4    | 4    | 3    | 5    | 5    | 5    | 4    | 4    | 4    | 3    |   |
| 18  | 18 | 1      | 2   | 2       | 1.9       |            | 2          | 1       | 3    | 3    | 3    | 5    | 5    | 5    | 5    | 5    | 3    | 3    |   |
| 19  | 19 | 2      | 2   | 2       | 1.10      |            | 2          | 0       | 4    | 4    | 2    | 4    | 5    | 5    | 4    | 5    | 4    | 4    |   |
| 20  | 20 | 1      | 2   | 2       | 2.5       |            | 2          | 1       | 4    | 4    | 4    | 4    | 4    | 4    | 4    | 1    | 4    | 4    |   |
| 21  | 21 | 1      | 2   | 2       | 2.3       |            | 3          | 1       | 5    | 5    | 4    | 5    | 5    | 5    | 5    | 5    | 5    | 4    |   |
| 22  | 22 | 1      | 2   | 2       | 1.2       |            | 2          | 1       | 4    | 4    | 2    | 4    | 4    | 4    | 4    | 4    | 5    | 4    |   |
| 23  | 23 | 1      | 2   | 3       | 1.2       |            | 2          | 1       | 4    | 4    | 2    | 5    | 5    | 4    | 4    | 5    | 4    | 4    |   |
| 24  | 24 | 2      | 2   | 1       | 1.11      |            | 3          | 1       | 5    | 4    | 3    | 4    | 5    | 5    | 4    | 5    | 4    | 4    |   |
| 25  | 25 | 2      | 2   | 2       | 1.12      |            | 3          | 1       | 5    | 4    | 5    | 5    | 5    | 5    | 4    | 5    | 4    | 3    |   |
| 26  | 26 | 2      | 2   | 1       | 4.12      |            | 2          | 1       | 5    | 4    | 4    | 5    | 5    | 5    | 5    | 5    | 5    | 4    |   |
| 27  | 27 | 2      | 2   | 2       | 2.3       |            | 2          | 1       | 4    | 4    | 3    | 5    | 5    | 4    | 4    | 5    | 3    | 4    |   |
| 28  | 28 | 1      | 2   | 1       | 2.3       |            | 2          | 0       | 4    | 5    | 3    | 5    | 5    | 4    | 5    | 4    | 4    | 4    |   |
| 29  | 29 | 1      | 2   | 2       | 1         |            | 2          | 1       | 4    | 2    | 2    | 4    | 5    | 4    | 4    | 4    | 2    | 4    |   |
| 30  | 30 | 1      | 2   | 2       | 1.3       |            | 3          | 1       | 4    | 4    | 4    | 5    | 5    | 5    | 5    | 5    | 4    | 4    |   |

| Analysis.sav [DataSet1] - IBM SPSS Statistics Data Editor          |    |        |     |         |           |            |            |         |      |      |      |      |      |      |      |      |      |      |   |
|--|----|--------|-----|---------|-----------|------------|------------|---------|------|------|------|------|------|------|------|------|------|------|---|
| File Edit View Data Transform Analyze Graphs Utilities Window Help |    |        |     |         |           |            |            |         |      |      |      |      |      |      |      |      |      |      |   |
| 28 qtd7 5  |    |        |     |         |           |            |            |         |      |      |      |      |      |      |      |      |      |      |   |
|  | ID | Gender | Age | Working | Education | Department | Intentions | Trained | qtd1 | qtd2 | qtd3 | qtd4 | qtd5 | qtd6 | qtd7 | qtd8 | qtd9 | qtn1 | q |
| 27   | 27 | 2      | 2   | 2       | 2.3       |            | 2          | 1       | 4    | 4    | 3    | 5    | 5    | 4    | 4    | 5    | 3    | 4    |   |
| 28   | 28 | 1      | 2   | 1       | 2.3       |            | 2          | 0       | 4    | 5    | 3    | 5    | 5    | 4    | 5    | 4    | 4    | 4    |   |
| 29   | 29 | 1      | 2   | 2       | 1         |            | 2          | 1       | 4    | 2    | 2    | 4    | 5    | 4    | 4    | 4    | 2    | 4    |   |
| 30   | 30 | 1      | 2   | 2       | 1.3       |            | 3          | 1       | 4    | 4    | 4    | 5    | 5    | 5    | 5    | 5    | 4    | 4    |   |
| 31   | 31 | 1      | 2   | 2       | 1.13      |            | 2          | 0       | 4    | 3    | 3    | 4    | 4    | 4    | 4    | 4    | 3    | 4    |   |
| 32   | 32 | 1      | 2   | 4       | 2.14      |            | 1          | 1       | 5    | 5    | 5    | 5    | 5    | 5    | 5    | 4    | 4    | 4    |   |
| 33   | 33 | 1      | 2   | 2       | 2.9       |            | 2          | 1       | 4    | 4    | 4    | 5    | 5    | 4    | 5    | 5    | 4    | 4    |   |
| 34   | 34 | 2      | 2   | 2       | 2.1       |            | 3          | 1       | 4    | 4    | 4    | 5    | 5    | 5    | 5    | 5    | 5    | 4    |   |
| 35   | 35 | 1      | 1   | 2       | 2.15      |            | 2          | 1       | 4    | 4    | 4    | 4    | 4    | 4    | 4    | 4    | 2    | 4    |   |
| 36   | 36 | 2      | 1   | 2       | 2.16      |            | 3          | 1       | 4    | 5    | 4    | 5    | 5    | 4    | 4    | 4    | 4    | 4    |   |
| 37   | 37 | 1      | 2   | 3       | 1.17      |            | 2          | 1       | 4    | 4    | 3    | 5    | 5    | 5    | 5    | 5    | 2    | 2    |   |
| 38   | 38 | 1      | 2   | 2       | 1.5       |            | 3          | 1       | 4    | 4    | 4    | 5    | 1    | 5    | 5    | 5    | 4    | 4    |   |
| 39   | 39 | 2      | 1   | 2       | 2.10      |            | 2          | 1       | 5    | 5    | 5    | 5    | 5    | 5    | 5    | 5    | 5    | 4    |   |
| 40   | 40 | 1      | 2   | 2       | 2.18      |            | 2          | 1       | 5    | 4    | 2    | 5    | 5    | 5    | 5    | 5    | 4    | 2    |   |
| 41   | 41 | 1      | 2   | 2       | 1         |            | 2          | 1       | 5    | 5    | 5    | 5    | 5    | 5    | 5    | 5    | 2    | 2    |   |
| 42   | 42 | 1      | 3   | 2       | 1.19      |            | 4          | 1       | 5    | 4    | 2    | 2    | 2    | 3    | 3    | 3    | 2    | 2    |   |
| 43   | 43 | 2      | 2   | 3       | 2.20      |            | 3          | 1       | 5    | 5    | 1    | 5    | 5    | 5    | 5    | 5    | 4    | 4    |   |
| 44   | 44 | 1      | 3   | 2       | 1.2       |            | 2          | 1       | 5    | 5    | 4    | 5    | 4    | 5    | 4    | 4    | 4    | 4    |   |
| 45   | 45 | 1      | 2   | 1       | 1.3       |            | 2          | 0       | 4    | 4    | 1    | 4    | 3    | 4    | 4    | 3    | 4    | 4    |   |
| 46   | 46 | 1      | 3   | 1       | 2.2       |            | 3          | 1       | 4    | 4    | 3    | 5    | 5    | 5    | 5    | 5    | 4    | 4    |   |
| 47   | 47 | 2      | 2   | 2       | 2.21      |            | 2          | 1       | 1    | 1    | 5    | 5    | 5    | 5    | 5    | 5    | 4    | 4    |   |
| 48   | 48 | 1      | 2   | 2       | 1.22      |            | 2          | 1       | 5    | 4    | 4    | 4    | 4    | 4    | 5    | 5    | 3    | 3    |   |
| 49   | 49 | 1      | 1   | 1       | 1.21      |            | 1          | 1       | 5    | 5    | 3    | 5    | 5    | 5    | 5    | 5    | 4    | 4    |   |
| 50   | 50 | 1      | 2   | 1       | 2         |            | 3          | 1       | 5    | 5    | 3    | 5    | 5    | 5    | 5    | 5    | 5    | 5    |   |
| 51   | 51 | 1      | 2   | 1       | 4.6       |            | 2          | 1       | 1    | 4    | 4    | 1    | 4    | 4    | 5    | 4    | 4    | 4    |   |
| 52   | 52 | 2      | 1   | 2       | 2.1       |            | 3          | 1       | 5    | 1    | 5    | 5    | 5    | 5    | 5    | 5    | 5    | 5    |   |
| 53   | 53 | 2      | 1   | 2       | 2.1       |            | 3          | 1       | 4    | 1    | 5    | 5    | 5    | 5    | 5    | 5    | 5    | 5    |   |
| 54   | 54 | 2      | 1   | 2       | 1.14      |            | 2          | 1       | 1    | 4    | 5    | 5    | 4    | 4    | 4    | 4    | 5    | 4    |   |
| 55   | 55 | 2      | 2   | 1       | 2.16      |            | 2          | 1       | 4    | 4    | 4    | 5    | 5    | 5    | 5    | 5    | 4    | 5    |   |
| 56   |    |        |     |         |           |            |            |         |      |      |      |      |      |      |      |      |      |      |   |